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ABSTRACT

This document is comprised of an appendix that provides a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included is the educational planning process document for one of the eight participating management teams. The planning process document states the mission, strengths, weaknesses, resources and objectives of each agency. Related documents are EA 004 141-144, and EA 004 146. (Pages 86-100 and 112-116 may reproduce poorly.) (RA)

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EA
OE-BR-0-0793

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Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

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Center for Planning and Development
P. O. Box 88
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ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 5 of 6 Volumes

January 1972

EA 004 145

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 5 of 6 Volumes
Appendix I--Planning Document: North Carolina LEA, Laurinburg-Scotland

Raymond E. Klawuhn
Alexander J. Basso

American Management Association
Center for Planning and Development

Hamilton, New York

January, 1972

The research reported herein was performed persuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

EDUCATIONAL PLANNING PROCESS

FOR

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

PROPERTY OF

American Management Association

Laurinburg-Scotland County Schools
P. O. Box 272
Laurinburg, N. C. 28352

DRAFT **DRAFT**

Information

April 19, 1971

Dear Principals, Teachers, Students, Board Members, EDC Members, Parents and Patrons,

The attached plans are submitted to you for your evaluation, reaction, criticism and suggestions. These tentative plans reflect the group thinking of the principal/office staff team of twelve that went to the AMA Center for Planning and Development at Hamilton, N. Y. on April 4 - 9. At the AMA Center the team received extensive training in the planning process and used our school system as the model to apply the planning concepts learned.

We need and must have your involvement in this planning process if these system-wide plans are to reflect the best thinking of all of us. Please react to these plans and be prepared to suggest needed changes and additions. As you evaluate these plans think in terms of your being the superintendent. Put on my hat as these plans should be system level in their orientation.

At a later date we will meet to develop individual school plans and then grade level, subject area, and individual teacher plans. All three levels must develop a total system of planning that relates to each other in a meaningful manner.

Meetings will be held in order to involve you in group problem solving and planning to improve these tentative plans. The team of twelve will return to the AMA center in June with your inputs and begin to develop a tentative plan of action to carry out the system-wide plans.

Sincerely yours,

Kenneth R. Newbold

Kenneth R. Newbold
Superintendent

N/o

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Laurinburg-Scotland County Schools
P. O. Box 272
Laurinburg, N. C. 28352

PROPOSED April 1971

POSITION DESCRIPTION

Position Title: Director for Planning, Personnel, and Public Relations

Purpose of Position: Provide leadership in the planning process, securing of qualified professional personnel, and public relations.

To Whom Responsible: The Superintendent of Schools

Authority: To exercise authority delegated by the superintendent, N. C. General Statutes, State Board of Education, and the Local Board of Education.

Accountability: Responsible for coordinating the planning process and the employment, orientation, professional development, transfer, and dismissal of professional personnel and the public relations program of the system.

Relationship to Principals: Staff Relationship

Duties:

1. To assist superintendent, central office staff, principals, and teachers in the planning process and the development of written system level short and long-range plans and objectives.

2. To prepare annual progress reports toward objectives to the community.

3. To assist directors of elementary and secondary education in planning and implementing the professional development program of the system. To prepare and disseminate the annual professional development plan by August 15th of each year.

4. To assist superintendent, central office staff, principals, and teachers in planning and carrying out the public relations program of the system.

5. To assist principals in the employment of the best qualified professional personnel available.

6. To visit college campuses in North Carolina to recruit professional personnel.

7. To provide leadership in the development of written personnel policies and administrative regulations.

Duties continued:-

8. To act as executive secretary to the Local Educational Development Council.

9. To maintain the personnel records on all professional personnel and to keep the State Department of Public Insturction informed when teaching certificates have met certificate renewal requirements.

10. To grow professionally on a continuous basis by professional reading, attendance at professional meetings and workshops, visits to other school systems, and active participation in professional organizations.

Laurinburg-Scotland County Schools
Laurinburg, N. C.
April, 1971

Position Description

Position Title: ESEA Director

Purpose of the Position: To give leadership in the development of ESEA educational programs, good management and the coordination of ESEA with the overall school program.

Responsibility: To superintendent of the Laurinburg-Scotland County School system.

Authority: Authority is delegated by superintendent of Laurinburg-Scotland County School system.

Duties That ESEA Director Performs mostly through others:

1. Establish short and long range objectives for the ESEA program after involving students, parents, teachers, principals and the superintendent.
2. To help ESEA school personnel develop educationally sound ESEA programs for educationally deprived children.
3. To help ESEA school personnel develop an evaluation scheme for ESEA programs.
4. To keep teachers, principals, the school board, the community, and the superintendent informed concerning the progress of local ESEA programs, State ESEA policy changes and ESEA State philosophy changes.
5. To assist and support personnel working with ESEA programs in meeting their objectives.
6. To encourage professional growth by ESEA personnel by providing opportunities to attend professional meetings and conducting in-service training programs.
7. To prepare the ESEA Title I proposal and budget.

Duties that ESEA Director performs mostly by himself:

8. To stay abreast of ESEA rules and regulations and changes in rules and regulations.
9. To approve all purchase orders and expenditure of ESEA funds.
10. To continue my education through professional meetings, reading, visits to other outstanding ESEA programs, and attendance at workshops and graduate courses.

Laurinburg-Scotland County Schools
P. O. Box 272
Laurinburg, N. C. 28352

PROPOSED

April 1971

POSITION DESCRIPTION

Position Title:- Director for Secondary Education

Purpose of Position:- Provide Leadership in and Management of the Secondary Program

To Whom Responsible: The Superintendent of Schools

Authority:- To exercise authority delegated by the superintendent, N. C. General Statutes, State Board of Education, and the Local Board of Education.

Accountability: Responsible for the curriculum and the Instructional Program in the Secondary Schools in grades 7 - 12.

Relationship to Principals: Line Relationship

Duties:

1. To recommend the employment, transfer, promotion, and dismissal of secondary principals to the superintendent.
2. To assist the secondary principals and director of personnel in the employment of the best qualified personnel available.
3. To provide instructional leadership in the improvement of the instruction program in grades 7 - 12.
4. To approve changes in the curriculum and the instructional program in the secondary schools.
5. To assist the director of personnel in planning and implementing the individual school and system level professional development program for secondary schools.
6. To keep the superintendent informed as to the successes, failures, strengths, weaknesses, problems, and needs in the secondary program.
7. To encourage research and development pilot programs in the secondary schools.
8. To grow professionally on a continuous basis by professional reading, attendance at professional meetings and workshops, visits to other school systems, and active participation in professional organizations.
9. To be knowledgeable about National, Regional, and State Trends and Issues in secondary education.
10. To conduct professional development programs for secondary principals.

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Laurinburg-Scotland County Schools
P. O. Box 272
Laurinburg, N. C. 28352

PROPOSED April 1971

POSITION DESCRIPTION

Position Title: Director for Elementary Education

Purpose of Position: Provide Leadership in and Management of the Elementary Program

To Whom Responsible: The Superintendent of Schools

Authority: To exercise authority delegated by the superintendent, N. C. General Statutes, State Board of Education, and the Local Board of Education.

Accountability: Responsible for the curriculum and the instructional program in the Elementary Schools in grades K-6

Relationship to Principals:- Line Relationship

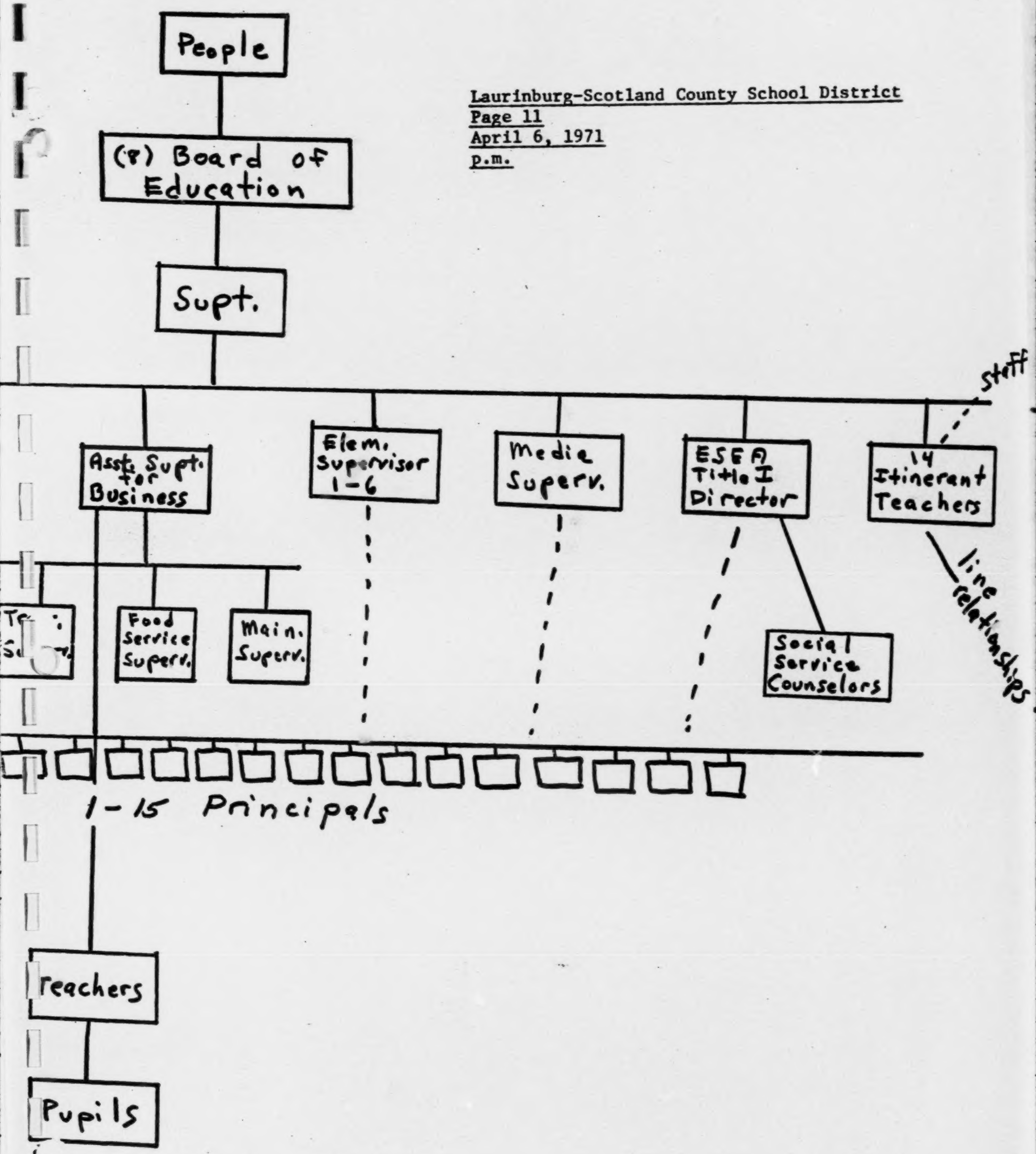
Duties:

1. To recommend the employment, transfer, promotion, and dismissal of elementary principals to the superintendent. — Use guidelines used with teachers.
2. To assist the elementary principals and director of personnel in the employment of the best qualified personnel available.
3. To provide initiate instructional leadership in the improvement of the instruction program in grades K - 6.
4. To approve changes in the curriculum and the instructional program in the elementary schools.
5. To assist the director of personnel in plannind and implementing the individual school and system level professional development program for elementary schools.
6. To keep the superintendent informed as to the successes, failures, strengths, weaknesses, problems, and needs in the elementary program.
7. To encourage research and development of pilot programs in the elementary schools.
8. To grow professionally on a continuous basis by professional reading, attendance at professional meetings and workshops, visits to other school systems, and active participation in professional organizations.
9. To be knowledgeable about National, Regional, and State Trends and Issues in elementary education.
10. To conduct professional development programs for elementary principals.

TENTATIVE

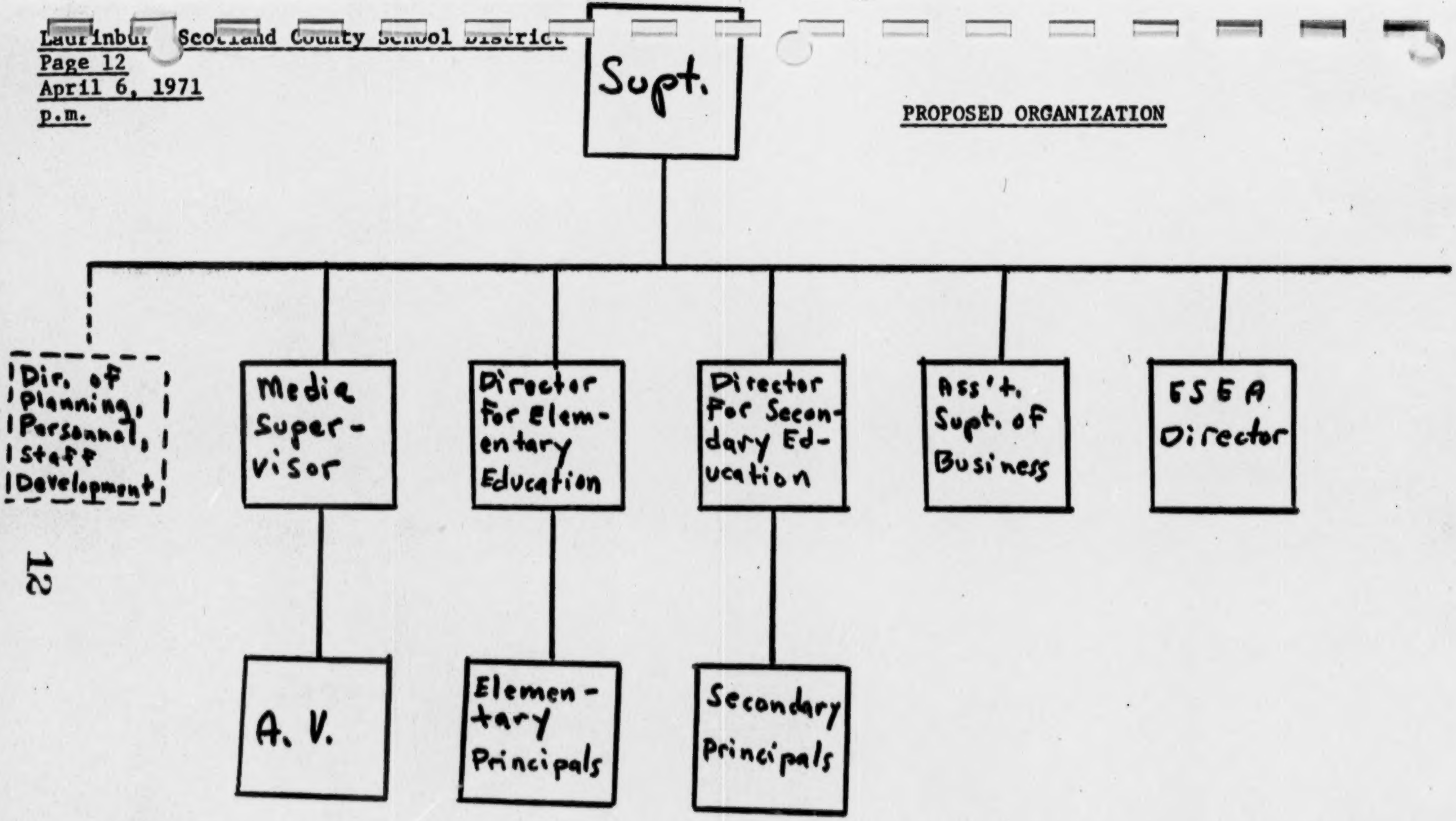
MISSION

To ensure that all students develop a positive self-concept, and are qualified, consistent with their ability, to function as responsible citizens and are qualified, consistent with their interests, needs and abilities, to continue their education and/or to enter the world of work.


People
(8) Board of Education
Supt.
staff
Asst. Supt. for Business
Elem. Supervisor 1-6
Media Superv.
ESEA Title I Director
14 Itinerant Teachers
line relationships
Food Service Superv.
Main. Superv.
Social Service Counselors
1-15 Principals
Teachers
Pupils

9

PROPOSED ORGANIZATION


Supt.
Dir. of Planning, Personnel, Staff Development
Media Super-visor
A. V.
Director for Elem-entary Education
Elemen-tary Principals
Director for Secon-dary Ed-ucation
Secondary Principals
Ass't. Supt. of Business
ESEA Director

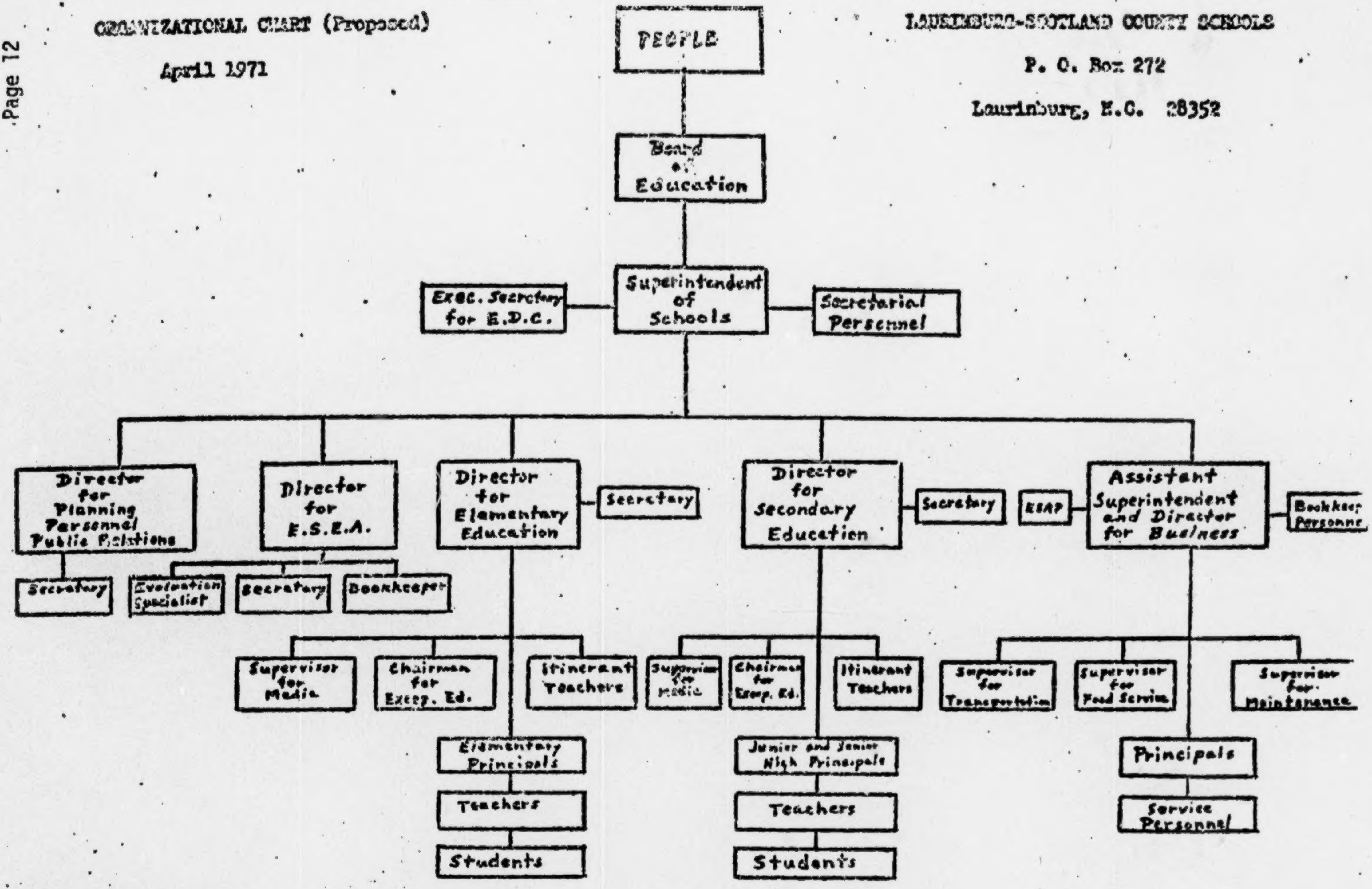
ORGANIZATIONAL CHART (Proposed)

April 1971

LAURINBURG-SCOTLAND COUNTY SCHOOLS

P. O. Box 272

Laurinburg, N.C. 28352


PEOPLE
Board of Education
Superintendent of Schools
Exec. Secretary for E.D.C.
Secretarial Personnel
Director for Planning Personnel Public Relations
Secretary
Director for E.S.E.A.
Evaluation Specialist
Secretary
Bookkeeper
Director for Elementary Education
Secretary
Supervisor for Media
Chairman for Excep. Ed.
Itinerant Teachers
Elementary Principals
Teachers
Students
Director for Secondary Education
Secretary
Supervisor for Media
Chairman for Excep. Ed.
Itinerant Teachers
Junior and Senior High Principals
Teachers
Students
ESAP
Assistant Superintendent and Director for Business
Bookkeeper Personnel
Supervisor for Transportation
Supervisor for Food Service
Supervisor for Maintenance
Principals
Service Personnel

Revised June, 1971
~~[illegible]~~

TENTATIVE

Laurinburg-Scotland County School System

Beliefs

We Believe:

1. That the system should ensure a relevant education for all public school students enrolled in K-12 according to their interests, needs and ability, recognizing and providing for individual differences among students in the teaching-learning process.

2. That the system should prepare all students to contribute effectively and productively as democratic citizens in their community according to their interests, needs and ability.

3. That guidance and educational services should be made available for all students.

4. That the decision-making process in the system should provide for the involvement of students, teachers, administrators, other employees of the system, parents and the community to the maximum extent possible.

5. That the primary responsibility of the system is the development of intellectual skills, responsible citizenship and occupational competence of students.

6. That the system must accept its share of responsibility for social, physical emotional, cultural and moral development of students.

7. That all personnel in the system should be kept informed of the successes, failures, strengths, weaknesses, problems and needs of the system.

8. That the system has a responsibility to keep the community informed about the successes, faiulures, strengths, weaknesses, problems and needs of the system.

9. That the system should respect diversity of thinking and encourage responsible dissent and minority reports among all groups.

10. That the system should be held accountable, in terms of specific objectives, for resources allocated.

11. That the roles, responsibilities and organizational relationships of all personnel in the system should be cooperatively developed and clearly defined in writing.

12. That all board policies and administrative regulations of superintendent and principals should be in writing and disseminated to all personnel involved.

13. That all personnel should have an opportunity to participate meaningfully in the development and continuous evaluation of board policies and administrative regulations.

14. That the system should offer instruction in a manner which ensures success for each student according to his interests, needs and ability.

15. That the system, through the instructional and pupil personnel services should ensure the development of a positive self-concept for all students.

16. That the system has a responsiblity to recognize and provide for the ethnic and cultural differences, sensitivities and problems, and to develop competencies in dealing effectively with them.

17. That the system should constantly engage in research, development and evaluation of local pilot programs to improve the instructional program.

18. That the system should encourage the dissemination and the use of educational and related research findings.

19. That valid objective criteria should be cooperatively developed for evaluating school personnel performance.

20. That teachers, principals and central office administrators should be evaluated in terms of their cooperatively developed standards of performance based upon their position description.

21. That all personnel should engage in continuous professional development to improve the instructional program.

22. That the in-service education program should be planned around individual, school level and system-wide needs.

23. That the learning experience should be satisfying, exciting, and meaningful to the student.

24. That the learning process should be planned by teachers, with appropriate involvement of students, and be based on specific objectives.

25. That the system should provide released time for all personnel for planning and evaluation of the instructional program and professional growth.

26. That the system should employ the best qualified personnel in all fields since personnel determine the quality of the instructional program.

27. That the principal of the school should be held accountable for all personnel and programs in his school and will have the authority to operate his school.

28. That the system should require the highest ethical and professional conduct of all personnel.

29. That the system should encourage active participation in local, state and national professional associations.

30. That the system should encourage active participation in the political process at all levels of government by all personnel.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Beliefs

1. We believe that students should be assigned randomly in elective courses.
2. : Students should be grouped heterogeneously if instruction is individualized.
3. Students should be grouped homogeneously according to achievement and ability in required subjects when instruction is not individualized.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Policies

1. All students who are performing below actual grade level will be offered at least one of the following alternatives:

    1. teachers will utilize lower level reading materials and content material.
    2. offer remedial reading programs.
    3. group students by reading level and reteach reading skills not learned.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Policies

2. Teachers may utilize classroom time in flexible ways to attain the system instructional objectives.

Has been revised

RESOURCES

Financial

	Positions	Money
State	21 occupational positions	
	270 positions (base allotment)	$2,000,000
	15 positions - exceptional children	600,000
Local	16 positions	800,000
	Food service	500,000
Federal	ESEA - 28 positions	500,000
	ESAP	90,000
	NDEA	6,000
	Occupational Education (Equipment)	4,000
	Middle Grade Occupational Education	35,000

Authority

Principals - Equipment and supply budgets.

Superintendent - Makes personnel decisions with advise of principals.

Human Resources

1. Business and industry
2. Chamber of Commerce
3. Ministerial Fellowship
4. Richmond Tech. Institute
5. St. Andrews
6. Volunteer parents
7. Community Agencies
    a) Mental health
    b) health
    c) social service
    d) law enforcement
    e) other
8. Civic organizations

Restraints

1. Law
2. SEA regulations
3. Policies (self-imposed restrictions)

Policies Needed

1. Recruitment, selection assignment, and termination of personnel.
2. Establishment of administrative regulation.
3. Involvement
4. Individual school autonomy.

PROBLEMS

1. Inadequate finances.

2. Time utilization.

3. Scheduling of school activities.

4. Lack of cross-cultural understanding.

5. Present administrative organization structure.

6. Openness and candor are not part of the administrative climate.

7. Administrators lack skills to manage change.

8. Lack of effective group processes and group dynamics among professional personnel.

9. Parents do not feel free to express themselves to professional school personnel about school problems.

10. Public fears that desegregation will lower educational standards in school.

11. Lack of loyalty to organization by personnel.

12. Lack of adequate information about student performance.

13. Lack of adequate information about performance of professional personnel.

14. Lack of written definitions of notes of administrative personnel.

15. Lack written Board policies and administrative regulations in selected areas.

16. Lack of clearly defined short and long-range specific objectives.

17. Lack of qualified personnel in administration, education of exceptional children, guidance, library, and occupational education.

Problems cont.

18. Lack of adequate facilities inhibits the instructional program.

19. Inadequate rewards for recognizing superior teaching performance.

20. Failure to communicate the needs of the system to the public.

21. Inability to demonstrate results in relation to dollars spent.

22. Lack of terminal educational objectives.

23. Inadequate inventory control.

24. Lack of comprehensive systematic personnel development program.

25. Lack of an effective food service program.

26. Lack of a comprehensive systematic maintenance program.

27. Lack of an effective student activities program.

28. Lack of effective coordination between system and community agencies.

29. Lack of flexibility in use of State resources.

30. Lack of an effective system of student evaluation and progress reporting to parents.

31. Lack of a comprehensive uniform system of pupil accounting.

32. Dropouts.

33. Lack of knowledge about current educational research and innovation.

34. Lack of a relevant curriculum for non-college bound students, especially vocational education courses.

35. Lack of drugs, sex, and law education curriculum.

36. Lack of an effective diagnostic system to determine individual student interests, needs and abilities.

Problems cont.

37. Lack of professional conduct within the system.

38. Need more male teachers on elementary level.

39. Need more female administrators.

40. Parental permissiveness undermines standards of discipline in the schools.

41. Lack of parental control over children.

42. Do not effectively utilize student performance and diagnostic data which is presently available.

JOB OF MANAGEMENT

Effective-------Getting the job done. Mission-------Welfare of pupils.

Efficient-------Maintain High Morale -------Welfare of teachers

MANAGEMENT PROCESS

- Define results expected - Boss
- Negotiate with subordinate (H.M.) standards of performance.
- Assign resources.
- Develop skills needed.
- Monitor performance.

April 7, 1971
a.m.

Environmental Factors

1. Federal financial support.
2. Housing patterns (local).
3. Local political trends.
4. State financial support.
5. Local financial support.
6. Pupil population trends (size).
7. County economic base.
8. Private schools.
9. Racial ratios.
10. Racial relations.
11. Composition of local Board of Education.
12. Federally supported health programs.
13. Women's lib.
14. Teacher militancy.
15. Student unrest.
16. Labor Union activity.
17. Computer availability.
18. Competition from private industry.
19. College entrance requirements.
20. Changing job mix.
21. Pollution regulation.
22. Changing moral values.

Environmental Factors cont.

23. Student attitudes toward employment.

24. Drug and alcohol abuse.

25. Vandalism.

26. Public demand for accountability.

27. Local higher education programs.

28. Military service requirements.

29. War

30. Court intervention in school operation.

31. Pre-school experiences.

32. Health problems.

33. Educational technology.

34. Parental intervention.

35. Special interests groups.

36. Socio-economic composition of local population.

37. Sub-standard housing.

Assumptions

1. a) There will be greater flexability in use of Federal funds.

   b) Total Federal dollars will be about the same.

2. Impact on schools of changing housing patterns will be slight.

3. Slight impact on school system resulting from changing political trends.

4. State financial support will increase slightly but more flexability in use of funds will be permitted.

5. a) with adequate information, the community will provide funds for needed capital expenditures.

   b) Local current expense budget will increase about 10% per year.

6. Pupil population will decrease about 5% within the next two years and then will begin to rise gradually.

7. The county economic base will increase slightly by about six million, due to expansion of current industries and the addition of new industry.

8. The enrollment in private school will remain constant at about 100 students.

9. Changes in student racial ratios will have only slight impact on schools.

10. Race relations will continue to improve.

11. Local Board of Education will continue to provide progressive leadership in school improvements.

12. Student health will improve as a result of Federal health programs and will be released for other purposes.

13. There will be a slight increase in the participation of women involvement in decision-making in the community.

Assumptions cont.

14. There will be an increase in teacher militancy and the continuation of informal negotiations.

15. Student unrest will remain constant for the next two years then will gradually get better.

16. Increased efforts toward unionization will have negligible effect on schools.

17. Computer availability will have moderate influence on curriculum, instruction, and management.

18. Competition from private industry will have no effect.

19. Relaxed college entrance requirements will have considerable influence on curriculum offerings and students' choices.

20. Changing job mix will result in broader and more diversified occupational offering.

21. Pollution regulations (increase) will require commitment of $20,000 per year for the next three years.

22. Continuing change in moral values will have a total effect on the student attitudes and behavior.

23.

24. Drug/alcohol abuse will continue; health education must be more effective.

25. Vandalism will increase financial burden and will become greater unless the curriculum becomes more relevant.

26. Public demand for accountability will increase and will be met.

27. The impact of higher education programs on the local school system will increase.

    a) Assistance in in-service training.

    b) Programs for graduate students.

Assumptions cont.

28. a) Fewer students will go directly into military service.

    b) There will be a greater demand for guidance services and occupational education programs.

    c) Students will be able to plan their future with greater confidence.

29. The impact of war will be about the same.

30. The impact of court intervention in school operation will increase greatly.

31. a) 3/4ths kindergarten programs will be funded by the state within the next six years.

    b) HEW pre-school programs will be redirected toward three and four year olds.

32. There will be greater use of technology as instruction becomes more individualized.

33. Parental intervention will increase.

34. The impact of special interest groups will increase slightly.

Characteristics of Self-Concept

Positive self-concept:

a) Thinks others like him.

b) Gets along with others.

c) Has self confidence.

d) Sees himself as a successful learner.

e) Likes himself.

Negative self-concept

a) Consistently makes failing grades.

b) Is withdrawn.

c) Afraid to try new things.

d) Doesn't participate in group activity.

e) Exhibits hostility.

Assignment:

1. Reading scores 3 and 6 - five years data.

2. SAT scores - 5 years - number of students tested.

3. Student convictions by grade in grades 7 and 12 - 5 years if possible.

4. Student suspensions (by grade).
    a) number of suspensions
    b) total days of suspension time
    c) total number of students involved.
    d) total student population by grade

5. Total test data for 6th grade students in all subjects. Group by I.Q.> 85; 85-105;> 105.

6. Math achievement data at 3rd grade.

7. Self-concept (grades 3,6, and 12)
    a) total number of retentions for students currently in these grades.
    b) Take current reading on how many students out of present classes have a negative self-concept in grades 1,3,6,12.

8. Number of 9th grade students enrolled in the I.V. course, plus total 9th grade students.

9. Current school budget:
    a)local
    b) state
    c) Federal

10. Student survey of occupational education programs desired.

11. Comparison of number of students requesting occupational education vs. those who were able to enter.

12. John to survey grades 10 and 12 to find occupational education courses desired by students and whether occupational courses previously taken were relevent.

TENTATIVE

Continuing Objectives

1. To ensure that all students acquire positive self-concepts.
2. To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them as responsible citizens.
3. To ensure that all students consistent with their interests, needs and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.
4. To ensure that all students, consistent with their interests, needs and abilities, acquire the knowledge, skills and attitudes needed to qualify them to enter the world of work.
5. To ensure that all students develop creativity and acquire appreciation for: aesthetic values, sound physical health, and moral values.

Continuing Objective Number One: To ensure that all students acquire positive self-concepts.

Specific Objectives

1.1 By the end of June 1974, 90% of all third grade students will have developed and maintained positive self-concepts as evidenced by student performance standardized and locally developed instruments based on self report, observation, and inferential techniques.

1.2 By the end of June 1974, 90% of the sixth grade students will have developed and maintained positive self-concepts as evidenced by student performance on standardized and locally developed instruments based on self report, observation and inferential techniques.

1.3 By the end of June 1977, at least 80% of the 12th grade students will have developed and maintained positive self-concepts.

Continuing Objective Number Two: To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them as responsible citizens.

Specific Objectives

2.1 By the end of June 1974, 80% of third grade students will achieve 80% or better on a test of knowledge of the child's relationship to the family, school, and community.

2.2 By the end of June 1974, 80% of third grade students will have acquired the following citizenship skills:

a) Ability to be a contributing member of a group
b) Ability to work independently
c) Ability to follow instructions

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LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Specific Objectives

2.3 By the end of June, 1974, 80% of third grade students will have acquired the following attitudes:

- a) Respect for the rights of others
- b) Respect for individual differences
- c) Respect for property of others

2.4 By the end of June of 1974, in a random sampling of sixth grade students, at least 70% will demonstrate ability to:

- a) Follow instructions
- b) Contribute to a group
- c) Work independently
- d) Respect himself and others
- e) Accept failure graciously

2.5 By June of 1974, a random sampling of the 9th grade children, at least 70% will demonstrate ability to:

- a) Maintain a high degree of personal worth.
- b) Accept differences of opinion.
- c) Seek to solve personal problems.

2.6 By the end of June 1977, 12th grade students will demonstrate responsible citizenship as evidenced by a 50% reduction in dismissals, suspensions, court cases and dropouts using 1970 as a base.

Continuing Objective Three: To ensure that all students consistent with their interests, needs and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objectives

3.1 By the end of June 1974, 80% of all kindergarten pupils will demonstrate reading readiness skills by scoring in fourth stanine as measured by standardized and locally developed instruments with local norm.

3.2 By the end of June 1974, 95% of all first and second grade students will be reading within six months of grade level.

3.3 By June, 1974, 80% of first and second grade students will be reading on grade level.

Continuing Objective Number Three

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objectives:

3.4 By June 1974, 95% of all students in grades 3-6 will read at least within one year of grade level.

3.5 By the end of June 1974, 80% of students in grades three through six with a group IQ of 85 and above will be reading at least on grade level.

3.6 By the end of June 1974, 80% of pupils in grades three through six with group IQ scores below 85 will be reading on the following levels:

Grade 3 at 1.5
Grade 4 at 2.0
Grade 5 at 2.5
Grade 6 at 3.0

3.7 By the end of June, 1974, 90% of third grade students will achieve a minimum of the second grade level (one year below level) in math concepts and skills.

3.8 By June of 1974, 85% of all sixth grade students with a group I.Q. score of 85 and above will perform at least at 3.0 grade level in mathematics, science, language arts, and social studies.

3.9 By June, 75% of all sixth grade students with a group I.Q. score between 85 and 105 will perform at a sixth grade level in mathematics, science, language arts and social studies.

3.10 By June, 1974, 65% of the sixth grade students with a group I.Q. score above 105 will perform at least at the 7th grade level in mathematics, science, language arts and social studies.

3.11 By June, of 1974, 85% of all ninth grade students with a group I.Q. score of 70 through 85 will perform at least at third grade level in mathematics, science, language arts and social studies.

3.12 By June 1974, 75% of all ninth grade students with a group I.Q. score between 85 and 105 will perform at an 8.5 grade level in mathematics, science, language arts and social studies.

3.13 By June, 1974, 65% of the ninth grade students with a group I.Q. score above 105 will perform at least at the 9th grade level in mathematics, science, language arts and social studies.

3.14 By the end of June, 1977, 90% of 12th grade students will be reading at a minimum of the sixth grade level.

3.15 By the end of June, 1977, at least 90% of the 12th grade students will be qualified to continue their education and/or enter the world of work.

o

Continuing Objective Number **Four** To ensure that all students consistent with their interests, needs and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to [redacted] enter the world of work.

Specific Objectives

4.1 By end of June, 1974, 75% of all 6th grade students will demonstrate familiarity with at least one occupation from each of the following occupational areas:

professional, managerial, service, clerical, agricultural, and manufacturing

4.2 By end of June, 1974, 90% of all 9th grade students will demonstrate familiarity with at least two (2) occupations from each of the following areas:

professional, managerial, service, clerical, agricultural, and manufacturing and an in-depth knowledge of a least two diverse occupations.

4.3 By June 1977, all 12th grade students who do not plan to continue their formal education will have acquired skills that will qualify them for gainful employment as demonstrated by performance on minimum competency tests.

Continuing Objective Number Five To ensure that all students develop creativity and acquire appreciation for: aesthetic values, sound physical health, and moral values.

Specific Objectives

5.1 By the end of June, 1974, 90% of third grade students will have developed creativity and acquired an appreciation for aesthetic values, sound physical health and moral values.

5.2 By the end of June, 1974, 80% of the sixth grade students will have developed creativity and acquired an appreciation for aesthetic values, sound physical health and moral values.

5.3 By the end of June, 1977, at least 80% of the 12th grade students will have developed creativity and acquired an appreciation for aesthetic values, sound physical health, and moral values.

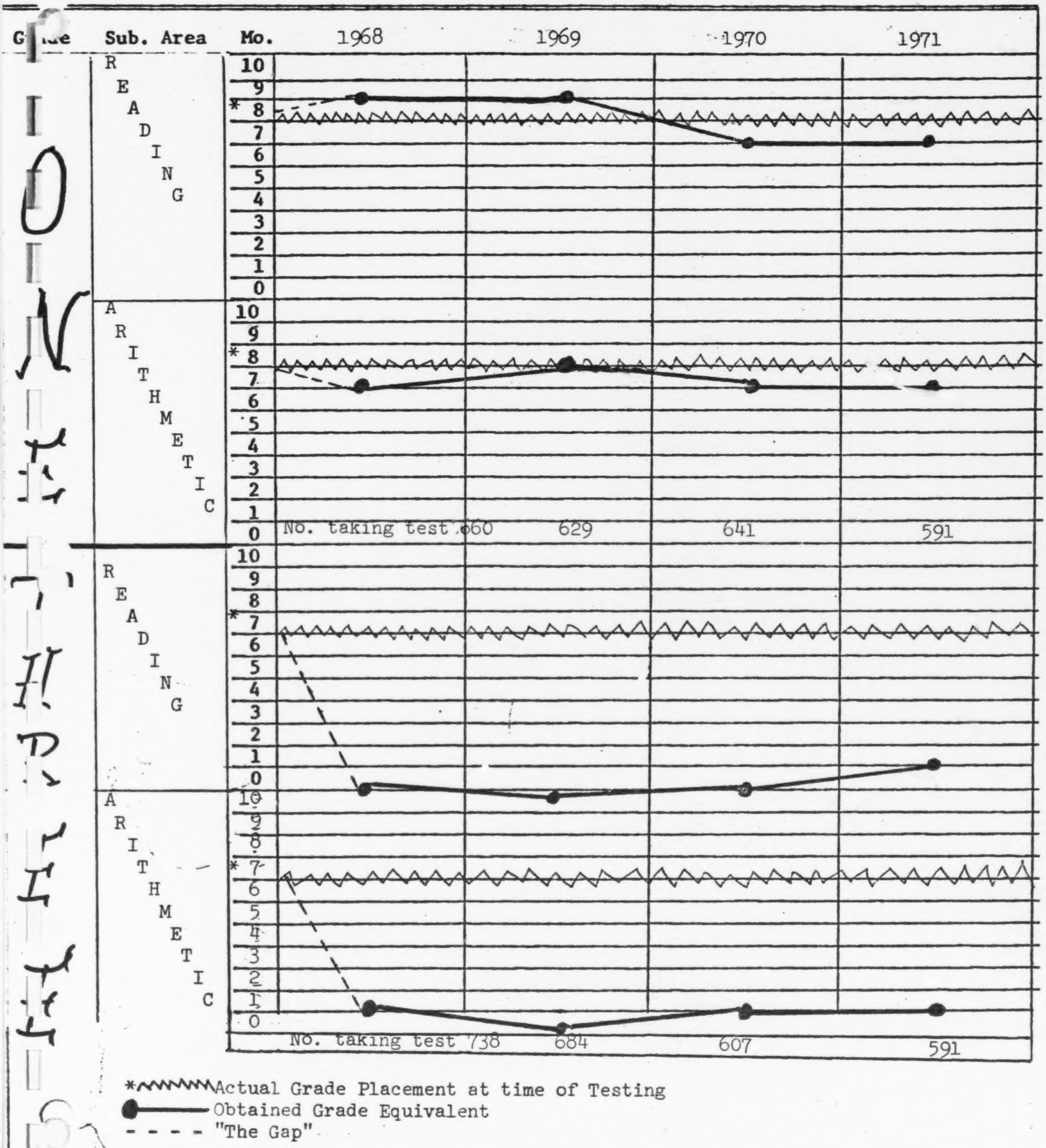
Criteria for Specific Objectives

1. Student results.
2. Related to continuing objectives.
3. Recognizing:
    - Beliefs
    - Basic strategies
4. Time target.
5. Measureable.
6. Attainable.

READING AND ARITHMETIC ACHIEVEMENT SCORES 1970-1971

Laurinburg-Scotland County School District

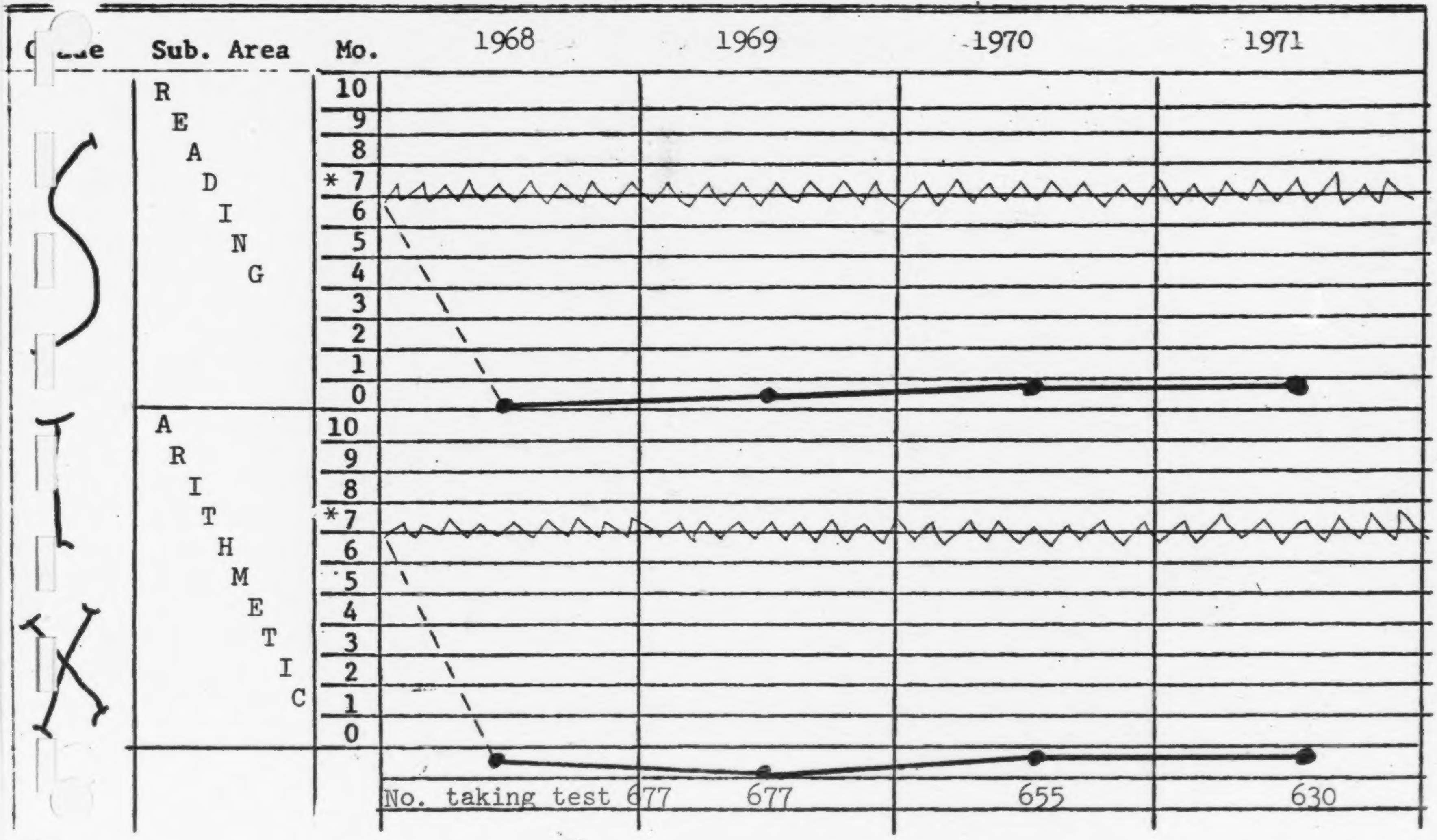
Graph I



READING AND ARITHMETIC ACHIEVEMENT SCORES 1970-1971

Laurinburg-Scotland County School District

Graph I continued

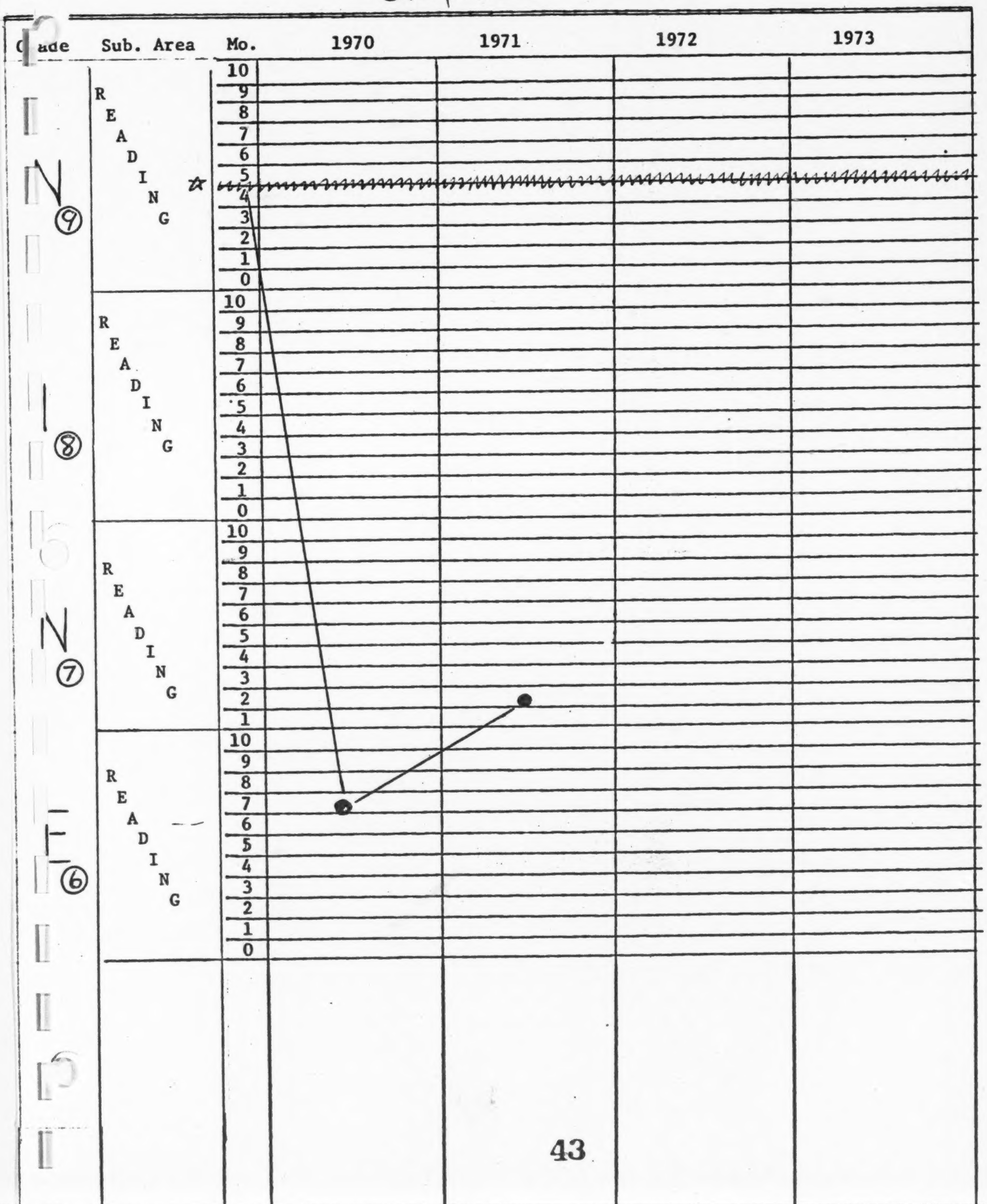


*ΛΛΛΛΛ Actual Grade Placement at time of Testing
●——— Obtained Grade Equivalent
- - - - "The Gap"

READING AND ARITHMETIC ACHIEVEMENT SCORES 1970-1971

Laurinburg-Scotland County School District

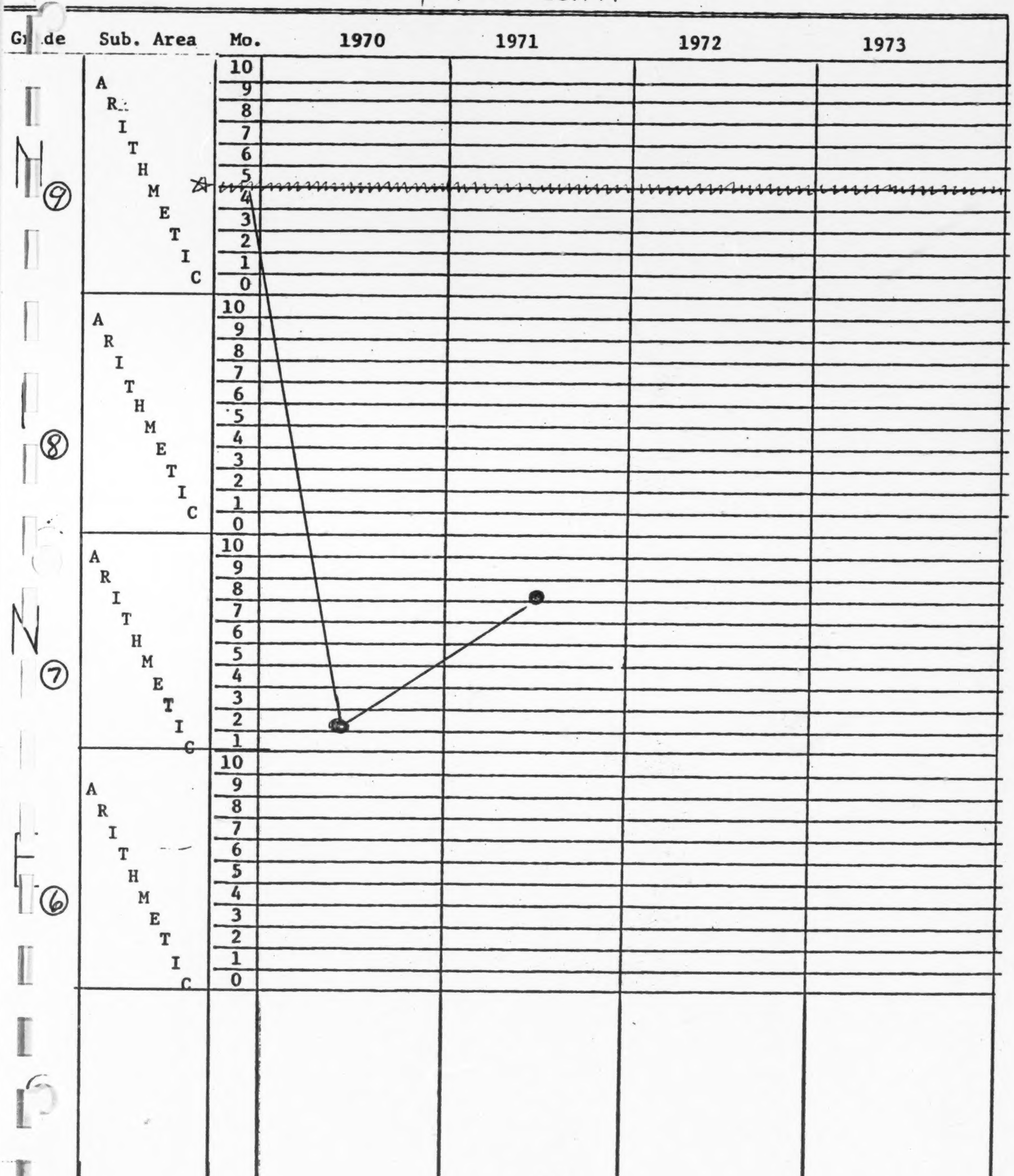
Graph 2



READING AND ARITHMETIC ACHIEVEMENT SCORES 1970-1971

Laurinburg-Scotland County School District

Graph 2 con't.



LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Data Analysis

On Graphs One and Two
Data Pages One and Two

1. Grade 1 - Reading and math performance within one month of actual per placement.

2. Grade 3 - Reading and math performance is 6-8 months below actual placement.

3. Grade 6 - Reading and math performance 8-10 months below actual placement.

4. Grade 9 - a) Reading performance 2.4 to 2.6 below actual placement.
   b) Math performance 1.8 to 2.2 below placement.

Data Pages 3-12

5. Program not meeting needs of students with IQ below 91.

6. Teacher-pupil relationship need to be improved.

7. I. V. program taken by only 16-24% of students.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Related to Graph #1

Grade 3 1970-71

School	Teacher	IQ Below 85	IQ 85-105	IQ Above 105
Covington	Gilmore	3	23	4
	Guest	10	10	7
	Liles	3	22	4
	Ware	11 27	6 61	11 26
East Laurinburg	Peden	14	18 18	0 0
Laurel Hill	Morgan	11	14	2
	Pipkin	9	15	3
	Reynolds	12 32	14 43	1 6
North Laurinburg	Collins	13	12	2
	Cureton	15	9	2
	Hall	7	14	3
	Jacobs	9 44	15 50	2 9
Pate Gardner	Chambers	14	10	0
	Stewart	5 19	3 13	1 1
South Scotland	Bigham	15	5	6
	Boaz	10	12	6
	Bullock	4	15	7
	Fulcher	10	12	4
	Parker	16 55	6 50	4 27
Wagram	Brown	21	3	0
	McKinnon	19	5	0
	Monroe	5 45	17 25	3 3
Total of Grade 3		326	260	72
		42%	46%	12%

No. — IQ

568 — 88

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Related to Graph #1
Grade 6 1970-71

School	Teacher	IQ Below 85	IQ 85-105	IQ Above 105
Carver	Brewer	9	18	2
	Nanney	13	13	2
	Vinson	9 31	16 47	5 9
Central	David	6	14	9
	Gibson	6	14	12
	McDonald	6	13	11
	Robinson	7 25	16 57	8 40
East Laurinburg	McIntyre	14 14	14 14	1 1
Gibson	King	13	10	2
	Parrish	15 28	11 21	0 2
Johnson	Baker	15	13	2
	Bennett	22	3	0
	Campbell	14	14	4
	Cuthrell	15	14	3
	McLaughlin	16 82	13 57	2 11
Shaw	Horton	1	20	8
	Locklear	16 17	10 30	1 9
Washington Park	Boyd	11	7	5
	Harding	7	10	6
	B. McNair	5	13	5
	F. McNair	12	10	4
	Sanford	6 41	11 51	7 27
Total of Grade 6		238 39%	277 45%	99 16%

No.
614

IQ
89

Data Page 3

SCOTLAND HIGH SCHOOL
BOX 1149 — 401 BY-PASS
LAURINBURG, N. C. 28352
CE OF THE PRINCIPAL

TO: MEMBERS OF THE A.M.A. TEAM

FROM: DOUGLAS Y. YONGUE

RE:	Verbal SAT Frequency Distribution -	1966-71
	Math SAT Frequency Distribution	1966-71
	Court Convictions (grades 10-12)	1967-71
	Student Suspensions (SHS)	1970-71
	Student Dismissals (SHS)	1970-71

5

Scotland High School
June 10, 1971

To: Dr. Kenneth Newbold

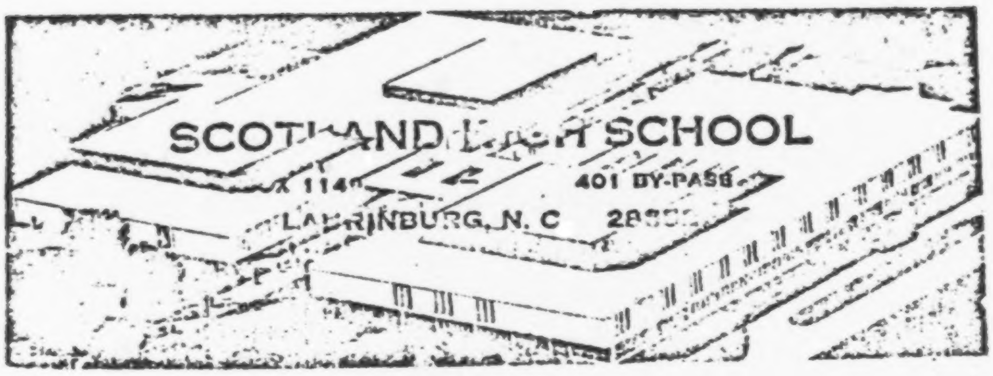
From: D.Y. Yengue

Re: Court Action Involving Students (grades 10-12) for years 1967-71

	1967	1968	1969	1970	1971 (5 month
Boys	28	45	62	50	23
Girls	11	12	18	24	8
Total	39	57	80	74	31
				~~[illegible]~~	

Total for period 1967-71 = 281

The above figure represents convicted students.



SCOTLAND HIGH SCHOOL
X 114 401 BY-PASS
LAURINBURG, N. C 28

OFFICE OF THE PRINCIPAL

June 9, 1971

TO: Dr. Kenneth R. Newbold

FROM: Douglas Y. Yongue

RE: AMA

Verbal SAT Frequency Distribution

Interval	1966-67	1967-68	1968-69	1969-70	1970-71
750-800				1	
700-749		1	1	1	
650-699	2		4	2	4
600-649	4		6	6	6
550-599	2	7	14	13	9
500-549	2	14	15	16	19
450-499	2	13	26	9	21
400-449	1	18	30	23	21
350-399	2	16	36	25	31
300-349	1	23	29	31	30
250-299		6	29	21	13
Total Cases	16	98	190	148	154
Mode	600-649	300-349	350-399	300-349	350-399
Means	532	419	416	417	425

Percentile ranking on Nat'l Norm

Math SAT Frequency Distribution

Interval	1966-67	1967-68	1968-69	1969-70	1970-71
750-800			2	1	1
700-749	1		2	5	1
650-699		4	6	8	4
600-649	3	4	14	10	10
550-599	3	15	20	14	13
500-549	5	12	30	18	18
450-499	1	21	26	17	41
400-449	1	13	26	13	22
350-399		17	17	24	30
300-349		11	34	18	6
250-299	2	1	13	20	8
Total Cases	16	98	190	148	154
Mode	500-549	459-499	300-349	350-399	450-499
Mean	542	451	457	445	460

To: Dr Newbold

From: C. H. Griffin

RE: Dismissals and Suspensions for grades 7, 8, and 9 from 1966-1970

Dismissals

Grade Level	Number of Students	Length of time
7	[illegible]	[illegible]
8		
9	1	One semester

Suspensions

Grade Level	Number of students	Length of time
7	25	1-9 days
8	28	1-10 days
9	69	1-10 days

* Do not have records of Laurinburg Junior High School or old Laurinburg High School

J. Ellis Johnson School
BOX 830
Laurinburg, North Carolina
28352

OFFICE OF THE PRINCIPAL

June 8, 1971

To: Dr. Newbold

From: C. H. Griffin

Re: Juvenile Court Action for Junior High students from 1966-70.

In Court	Probation	Training School	Custody Change
Boys - 247	180	68	49
Girls - 99			
Total 346			

Dismissed	Prayer for Judgement	Case Reactivated
32	42	25

Total = 290

* Mr. Colon Lane made note of fact that the largest percentage of these have originated from 1968-70.

Laurinburg Scotland County Third Survey Of Positive and Negative Self Concepts

June 2, 1971

Name of School	Nem. Surveyed	Teacher Judgement		Check list of students Results	
		Positive	Negative	Positive Con.	Negative C.
Covington Street	115	96	19	89	26
East Laurinburg	33	20	13	23	10
North Laurinburg	108	88	20	88	20
Laurel Hill	79	79	0	64	15
Pate Gardner	36	25	11	28	8
South Scotland	133	90	43	97	36
Wagram	69	45	24	55	14
Total	573	443	130	444	129

Laurinburg-Scotland County School District
June 6, 1971
Occupational Education Interest Survey
A random sample of 276 sophomores at the Scotland Senior High School
The survey consisted of the following broad areas of Occupational Education:

1. Agriculture, Forestry, Fisheries, Conservation
2. Construction Occupations
3. Mechanics, Repairmen and Technical Personnel
4. Graphics and Communications Occupations
5. Business and Office Occupations
6. Sales Occupations
7. Health Occupations
8. Service Occupations(Other than farm)
9. Transportation Occupations
10. Manufacturing Operatives
11. Homemaker
12. Fine Arts, Liberal Arts, and Entertainment
13. Other Occupations Not Listed

Two separate statistical analyses were made of the entire sample; one consisting of first choice responses and a second consisting of second choice responses. The results are based upon each student's choice of two occupations that most nearly represent those in which they would like to be employed when they complete their schooling or their formal education.

Only those occupations that were selected more than five (5) times are indicated in the results.

RESULTS

First Choice	Responses	Second Choice	Responses
Teacher and Related Professional Fields of Ed.	27	Sec. & Stenography	19
Auto Mechanics	21	Telephone Operator	18
Telephone Operator	20	Teacher and Related Fields of Ed.	18
Sec. & Stenography	20	Typist	17
Typist	16	Military Services	14
Prof. Athlete	16	Stewardess	12
Military Services	16	Freight Truck Driver	10

Cosmetologist, Hairdresser	16
Practical Nurse	12
Prof. Artist and Musician	12
Lawyer	10
Social Worker	10
Interior Decorator	7
Electrician	7
Prof. Nurse	6
*Stewardess	15

Prof. Athlete	10
Radio & TV Broadcaster	9
Auto Mechanics	9
Prof. Artists and Musician	9
Teacher Aide	7
Medical Doctor	7
Prof. Nurse	7
Practical Nurse	7
Bookkeeper & Bank Teller	6
Veterinarian	6
Engineer	6

*Out of order

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Data Page 68

Summary

Ninth Grade Pupil Occupational Interest Survey

May 1970

Rank	Occupational Areas
1	Secretary, stenographer (58)
2	Stewardess (54)
3	Professional athlete (52)
4	Auto or truck mechanic (50)
5	Teacher and related fields in education (46)
6	Telephone operator (42)
7	Practical nurse (34)
8	Typist (33)
9	Cosmetologist, hairdresser (26)
10	Bookkeeper (24)
	Military service (full career) (24)

The above represents the sum of first and second choices for all ninth grade students (527 students; 1,054 choices).

Laurinburg-Scotland County School District

June 6, 1971

Total number of retentions for students currently in the 12 grade and the same class prior to the 12th grade

Number of Retentions prior to the 12th grade -------16

Number of Retentions in the present senior class -- 10

The frequency distribution of courses where the greatest number of failures occurred:

Course	Frequency
Algebra One	54-9th grade-46; 10th grade-8
Geometry	23-10th " -10; 11th " - 13
General Math	22- 9th "
Consumer Math	8-(10 - 12)*
Algebra Two	10 - 11th grade
Physical Science	55 - 9th grade (three juniors)
Biological Science	8 - 10th grade
Chemistry	7 - 11th grade
English One	24
English Two	11
English Three	9
English Four	2
Drama	2
French One	20 (9th and 10th grades)
French Two	1
Spanish One	6
United States History	24 - 11 th grade
World History	6
American Govt.	2
Civics & Geo.	45 - 9th grade
Economics	1
Bible	2
Intro to Voc.	1
Typing One	9
Shorthand	1
Health and P.E.	6
Drafting, Carpentry, H.Econ.	1 each(total of 3)

*Refers to grades 10 through 12

Laurinburg-Scotland County School District
June 6, 1971
Student Self-Inventory Survey

The Minnesota Counseling Inventory(MCI) provides a means whereby teachers, counselors, and others working with high school age youth can acquire information about the personality dynamics, personality structure, and personality problems of young people. It reveals the kind of negative factors which can damage personality and distort or inhibit behavior and vice versa.

A major objective of the MCI is to assist in understanding students as they attempt to achieve more mature self-understanding and integration between themselves and their environment.

The inventory was designed to provide information in the following areas:

A. Student Adjustment(particularly well or poorly)
   1. Social Relationships
   2. Emotional Stability

B. Methods students employ in making adjustments
   1. Conformity
   2. Adjustment to reality
   3. Mood
   4. Leadership

POPULATION OF THE SURVEY

The MCI was based on a random sample of 47 seniors; representative of a little over 10% of the class. The norms group's mean raw score for each scale indicated above was equated to 50(standard score) and a comparison of mean raw scores of the 47 seniors with the norms group was made.

INTERPRETATIONS

1. High scores represent negative composite of thoughts and feelings of a student's awareness of his individual existence; his conception of who and what he is.

2. Low scores represent the opposite in thoughts, feelings of awareness, and his conception of who and what he is.

RESULTS

Based upon the Norms group

Positive Concept of self---------------16, 5 - males; 11 - females
Negative Concept of self --------------31, 14 - males; 17 - females
Percentage of negative concepts -------66
Percentage of positive concepts -------34

SUMMARY

Based upon the sample taken, and assuming it to be reasonably accurate, this would indicate that approximately 157/ 462 seniors show a + self-concept.

Laurinburg-Scotland School District

June 6, 1971

The Relevancy of Occupational Courses to members of the senior class who were enrolled

Criteria used to determine the degree of relevancy:

1. The number of students who completed the program
2. The number of students who continued their education as full or part-time enrollees in a voc/tec or post secondary school in the same area for which the students were trained or in some related field
3. The number of students who continued their education as full or as part-time enrollees in similar institutions as outlined in 2 above, but in an area completely removed from the occupational interest followed during high school
4. The number of students employed full or part-time in the area for which they were occupationally trained while in high school
5. The number of students employed full or part-time in some related area
6. The number of students employed full or part-time in an area that is far removed from the occupational interest followed during high school
7. The number of students not employed
8. The number of students in military services
9. The number of students that are unaccountable
10. Others

The survey was based on information contained from the following occupational areas:

Distributive Education- 1968-70

Cooperative Office Occupation - 1970-71

Industrial Cooperative Training - 1969-70

Drafting
*Other areas

---

*No information could be obtained from agriculture, mechanics, carpentry, and masonry.

DISTRIBUTIVE EDUCATION FOLLOW-UP SURVEY

CRITERIA	YEAR 1967-68	YEAR 1968-69	YEAR 1969-70
Completed Program and graduated (total)	25	21	19
Employed full-time Occupationally trained	7	5	9
Employed full-time related occ.	8	1	4
Employed -other	6	3	3
Employed part-time	-	2	-
Unemployed -seeking employment	-	4	-
Unemployed-not seeking employment	2	-	-
Entered Armed Forces	1	1	2
Continued full-time school (post sec.)	1	5	1

INDUSTRIAL COOPERATIVE TRAINING

Graduates from ICT
1968-69, 1969-70

Number of completions ---------------------------------- --60

Number (%) of graduates fully employed in field in which they were trained or in related fields------------------ 63%

- Construction and maintenance------------------------ 10%
- Health-- 12%
- Transportation-- 8%
- Manufacturing-fabrication----------------------------- 20%
- Service--- 10%
- Recreation and Hospitality---------------------------- 3%

Unknown--- 3%

Attending post sec. schools------- ------------------- 17%

Military services and others-------------------------- 17%

COOPERATIVE OFFICE OCCUPATIONS

1970 graduates

Number of students completing the course--------------18

Number of students leaving prior to entering -------- 0

Number of students continuing full-time study at a voc/tec or other post sec. school ------------------ 5

Number of students continuing full-time study at a voc/tec or other post sec. school in an area in which they were not trained ------------------------------ 2

Number of students not entering labor force---------- 2*

Number of students employed full-time in area trained- 6

Number of students employed in some other field ------ 2

Number of students employed part-time----------------- 1

1969

Number of students completing the course-------------- 21

Number of students employed full-time in the area trained-- 11

Number of students entering the armed forces---------- 1

Number of students continuing full -time study at a voc/tec or related institution---------------------- 5

Number of students unaccounted for-------------------- 4

---

*Reason given-marriage-one of the students is presently employed in business at a local loan firm

1971

Number of students completing the course---------19

Number of students entering voc/tec or related institutions of higher ed.---------------10

Number of students employed full-time in the area trained-- 7*

Number of students in school/part-time work------ 2

---

*One student has not been placed and it is not certain what she will do.

DRAFTING

Drafting One - 1968 - 69 - Number of students - 18 ; 12* seniors

Drafting One - 1970-71 - Number of students - 150

Number continuing into drafting Two - approximately - 40

Number of students presently enrolled in tec/voc or other inst. of higher ed.------------------------------12 - 15**

Number of students employed by a drafting firm upon completion of high school--------------------------------------1

*Six of these students will enter a technical inst. or other inst. of higher ed(NCSU)

**The majority of these students graduated prior to consolidation.

Observations made as a result of talking with teacher and students:

1. Present program is too general; not technical enough
2. Limited job market locally
3. There is a need for expansion of the technical program
4. The minimum requirements needed for successful performance in the program are not met by everyone who enters
5. The teacher takes what comes to him

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LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Data Page 53

Comparison of the number of students requesting Occ. Ed. vs those who enter

Courses	No. of requests	No. accepted
ICT	100	70
COOP	19	18
Drafting	91	all
Bricklaying One	30	all
Bricklaying Two	15	all
Wood Tech One	187	120
Wood Tech Two	30	none
Agricultural Ed:		
Agricultural Mech. and Sci.	69	all
Agricultural Construction	14	all
Agricultural Mechanics and Equipment	72	all
Horticulture	28	all
Greenhouse Management	28	all
DE	142	70
Metal Tech	120	all
Metal Tech Two	20	cannot take
Home Economics	156	?
Carpentry I	80	all
Carpentry II	4	questionable

[illegible] -- June 11

Suggested Cuts in 1971-72 C.E. Budgets (Regular and Supplemental) to get to the $880,000.00 ceiling

59,057.16 Has to be cut

1.	623.2a	$15,058.00
2.	624	7,000.00
3.	651.1	2,400.00
4.	661.5	1,000.00
5.	641	10,000.00
6.	643	1,000.00
7.	662	500.00
	sub-total	36,958.00
8.	627.3	1,650.00
9.	634	1,000.00
10.	621	1,408.00
11.	622	5,684.00
	sub-total	46,700.00
12.	626.2a	3,000.00
13.	626.2b	660.00
14.	632	1,500.00
15.	633	5,000.00
	sub-total	57860.00
16.	614	150.00
17.	635	600.00
	sub total	58,610.00
18.	627 or 631	447.16
	Total	59,057.16

59,057.16
58,610.00
447.16

Comparison of 1968 and 1969

AN ACHIEVEMENT TESTS / CLASS RECORD PRIMARY I BATT

Pupils' Names Year	STUDENTS Boy	Girl	Word Knowledge ①	Word Knowledge ②	Word Discrimination ①	Word Discrimination ②	Reading ①	Reading ②	Arith
1968	660		2.0		1.9		1.9		1.
1969	6219		1.8		1.9.		1.9		1.8

Metropolitan Test Given in '68 and 69

Stanford Test Given in '70-'71

69

AN ACHIEVEMENT TESTS / CLASS RECORD PRIMARY I BATT

Pupils' Name School	STUDENTS	Girl	Word Knowledge ①	Word Knowledge ②	Word Discrimination ①	Word Discrimination ②	Reading ①	Reading ②	Arith
Carver	30		1.5		1.5		1.5		1.3
Central	105		20		2.3		2.2		2.0
Covington	55		2.6		3.2		2.9		2.7
Gibson	28		1.4		1.6		1.7		1.2
Laurel Hill	68		2.2		2.4		2.3		2.2
East Laurinburg	34		1.5		1.5		1.7		1.5
North Laurinburg *	54		1.9		1.8		1.8		2.1
Oak Grove	24		1.4		1.4		1.7		.4
Pate-Gardner	33		1.7		1.5		1.8		1.2
Shaw	56		1.9		1.9		1.9		1.6
South Scotland	30		2.2		2.1		2.2		2.0
Wagram	28		1.9		2.2		1.7		2.7
Washington Park	45		1.7		1.6		1.7		1.6
I. E. Johnson	70		1.7		1.7		1.8		1.1
AVERAGES	606		2.0		1.9		1.9		1.7

*Not available (nor included in averages)

AN ACHIEVEMENT TESTS / CLASS RECORD PRIMARY I BATT

Pupils' Names School	STUDENTS	Girl	Word Knowledge		Word Discrimination		Reading		Arith
			①	②	①	②	①	②	
Central	143		1.9		1.9		1.9		1.9
Covington	62		2.7		3.0		2.9		2.7
East Laurinburg	33		1.0		1.3		1.4		1.2
Gibson	21		1.3		1.2		1.4		1.2
I. E. Johnson	59		1.6		1.5		1.9		1.8
Laurel Hill	82		2.0		2.1		2.1		1.9
North Laurinburg	49		2.0		2.0		2.0		2.0
Pate-Gardner	27		1.8		1.6		1.8		1.3
South Scotland	68		2.2		2.2		2.4		2.1
Wagram	40		1.9		2.1		1.9		1.7
Washington Park	45		1.7		1.6		1.7		1.6
AVERAGES	629		1.8		1.9		1.9		1.8

K. 6 Comparison of 1970 & 1971

NOTE: directions on back of Class Record. School __________ Teacher Supt. 2-7 ile [redacted] Grade [redacted] ement [redacted] -4 [redacted]

Year	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic		STUDE*
1970	1.7	1.7	1.7	1.7	1.9	1.7		641
1971	1.6	1.6	1.8	1.6	1.7	1.7		591
							7	
							6	
							5	
							4	
							3	
							2	
							1	
Number of Pupils								
Median Stanine								

*IQ's or other optional information may be distributed in blank column

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NOTE directions on back of Class Record School Teacher 1970 Grade Placement .5

School	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic		STUDE *
Covington	2.2	2.1	2.1	2.3	2.5	2.3		117
Laurel Hill	1.6	1.7	1.8	1.5	1.7	1.7		112
East Laurinburg	1.4	1.5	1.6	1.6	1.8	1.8		38
North Laurinburg	1.7	1.6	1.5	1.4	1.5	1.8		107
Pate-Gardner	1.8	1.4	1.5	1.2	1.8	1.6		53
South Scotland	2.0	1.9	2.2	2.1	2.1	1.5		
Wagram	1.4	1.5	1.5	1.5	1.6	1.5		86
Number of Pupils								
Median Stanine								

* IQ's or other optional information may be distributed in blank column.

P. 8 Supplem-

NO e tion bac Clas cord. Sc Teac 1971 Grade Placement 1

School	Word Reading	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic		STUDE *
Coving-TON	2.0	2.2	2.2	2.2	2.3	2.0		117
LaureL HILL	1.6	1.5	1.8	1.6	1.7	1.6		79
EAST Laurin-burg	1.3	1.3	1.6	1.4	1.5	1.6		32
North Laurin-burg	1.4	1.5	1.6	1.4	1.4	1.7		104
Pate-Gardner	1.5	1.4	1.6	1.6	1.6	1.4		51
South ScoTLAND	1.7	1.6	1.8	1.6	1.8	1.6		133
WAG-RAM	1.5	1.4	1.8	1.3	1.7	1.7		75
AVERAGES	1.6	1.6	1.8	1.6	1.7	1.7		591
Number of Pupils								
Median Stanine								

* IQ's or other optional information may be distributed in blank column

System-W[illegible]e Comparison

[redacted]OTE[redacted] di[redacted]ons [redacted]ck [redacted]ass [redacted]rd. [redacted]Sch[redacted] Teache[redacted] [redacted]e Pl[redacted]nent[redacted] 2

Year	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	No. Stanine	Students * Tested
1968 9	3.1	3.0	3.1	3.2	2.8	2.9	3.1	3.0	9	738
1969 8	2.9	2.9	2.9	3.0	2.7	3.2	3.0	2.8	8	684
1970 7	2.9	2.9	3.1	3.0	2.9	3.1	3.2	3.0	7	607
1971 6	3.4	3.0	3.0	3.2	2.9	3.2	3.3	3.0	6	591
5									5	
4	72								4	
3									3	
2									2	
1									1	
Number of Pupils										
Median Stanine										

* IQ's or other optional information may be distributed in blank column.

F.TW Sepler - W...

PRIMARY I BATTERY

[redacted] [redacted]E: See [redacted]ections on back of Class Record [redacted] School [redacted] [redacted] [redacted] Teacher [redacted] 1968 [redacted] [redacted] Grade [redacted] [redacted]

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Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts
Carver	3.4	3.2	3.2	3.2	2.0	2.8	3.0	2.5
Central	3.5	3.8	3.8	3.7	4.6	4.1	3.8	3.9
Covington	4.1	4.2	4.0	4.3	4.5	4.7	3.7	4.0
E. Laurinburg	2.8	2.7	2.9	2.8	2.8	2.8	3.3	2.8
Gibson	2.9	3.0	2.7	3.1	2.7	3.3	3.4	3.1
I. E. Johnson	2.9	2.3	3.6	2.7	2.5	3.3	2.7	2.9
Laurel Hill	3.3	3.5	3.9	3.8	3.4	4.0	3.7	3.8
N. Laurinburg	3.3	3.6	3.5	3.5	3.4	3.5	3.6	3.3
Oak Grove	2.4	2.4	2.3	2.5	2.3	2.7	2.5	2.5
Number of Pupils								
Median Stanine								

* IQ's or other optional information may be distributed in bl

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P. 18

[redacted] [redacted]: Se[redacted]ecti[redacted]on b[redacted]f Cl[redacted] Reco[redacted] [redacted] [redacted]ool [redacted] [redacted] [redacted] Te[redacted]r [redacted] 1968 [redacted] Grad[redacted] [redacted] [redacted]

Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Sta
PATE Engl DINER	2.1	1.9	2.0	2.1	1.8	2.1	2.1	1.9	4
5th & W	3.2	2.3	2.1	4.1	1.7	2.8	2.4	2.4	6
South Scot-land	2.7	2.5	2.7	2.8	2.4	2.6	2.2	2.5	2
WAG-RAM	3.4	4.0	3.2	3.5	3.0	3.3	3.4	3.1	2
WASH-INGTON PARK	2.8	3.2	3.0	3.0	2.6	3.6	3.7	2.9	9
4	74								4
3									3
2 AVERAGES									2
1	3.1	3.0	3.1	3.2	2.8	2.9	3.1	3.0	73
Number of Pupils									
Median Stanine									

* IQ's or other optional information may be distributed in bla

NOTE: directions ack ass rd. School Teacher 1969 Grade Placement 2

Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Stanine	STUDE *
ARVER	2.6	2.4	2.2	2.9	2.1	2.6	2.7	2.1	9	36
ENTRAL	3.7	3.5	3.8	3.7	3.8	4.7	3.7	3.4	8	114
ovington	4.4	4.6	4.5	4.3	4.9	5.2	3.9	4.3	7	60
East Laurinburg	2.7	2.6	2.8	2.5	2.6	2.9	3.3	2.9	6	46
ibson	2.8	2.9	3.3	3.0	2.8	3.7	3.1	3.0	5	24
I. E. Johnson	2.7	2.6	2.6	2.7	2.2	2.7	2.5	2.4	4	56
Laurel Hill	3.4	3.5	3.8	3.8	3.4	3.9	3.7	3.7	3	70
North Laurinburg	3.1	3.2	3.2	3.3	3.3	3.2	3.2	3.1	2	46
OAK Grove	2.5	2.4	2.5	2.4	1.9	2.4	2.2	2.2	1	32
Number of Pupils										
Median Stanine										

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* IQ's or other optional information may be distributed in blank column

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P.1 System

[redacted] NOTE: [redacted] directions on back of Class Record. [redacted] School [redacted] Teacher [redacted] 1919 [redacted] Grade Placement [redacted] 2nd [redacted]

Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Stanine	STUDENTS *
Pate & Gardner	2.0	2.7	2.0	2.6	1.7	2.1	2.2	2.0	9	31
Sh & W	2.6	2.3	2.3	2.4	1.8	2.5	2.3	2.2	8	51
South Scotland	2.9	2.8	2.5	3.4	2.1	3.0	2.9	2.7	7	33
WAG. & Rain	3.0	2.9	3.0	3.1	3.0	3.1	3.4	3.1	6	36
Washington Park	2.3	2.3	2.4	2.4	2.1	2.3	2.7	2.2	5	49
4									4	
3									3	
2									2	
AVERAGES 1	2.9	2.9	2.9	3.0	2.7	3.2	3.0	2.8	1	684
Number of Pupils										
Median Stanine										

* IQ's or other optional information may be distributed in blank column.

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Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Stanine	*
Covington 9	3.4	3.4	4.0	3.7	3.7	3.9	3.6	3.9	9	113
East 8 Laurinburg	2.5	2.4	2.6	2.7	2.5	2.8	3.1	2.4	8	37
Laurel 7 Hill	2.8	2.8	3.0	2.9	2.4	3.0	3.0	2.9	7	101
North 6 Laurinburg	2.7	2.7	3.1	2.8	2.8	2.7	2.7	2.6	6	112
Pate 5 Gardner	2.7	2.4	2.3	2.3	1.8	2.6	2.7	2.6	5	56
South Scotland 4	3.9	3.9	3.9	4.0	3.9	4.3	4.1	3.9	4	99
Wagram 3	2.5	2.6	2.9	2.6	3.0	2.7	3.0	2.6	3	89
2									2	
AVERAGES 1	2.9	2.9	3.1	3.0	2.9	3.1	3.2	3.0	1	60'
Number of Pupils										
Median Stanine										

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* IQ's or other optional information may be distributed in blank column

[redacted] NOT[redacted] directions [redacted] back [redacted] class [redacted] ord. [redacted] Sc[redacted] Teacher 1971 Grade Placement [redacted] rd [redacted]

Stanine	Word Meaning	Paragraph Meaning	Science & Social Studies Concepts	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Stanine	STUDENTS *
Covington	4.1	3.7	4.0	3.9	4.0	4.1	3.8	3.8	9	117
EAST Laurinburg	3.2	3.2	3.2	3.6	3.1	3.5	3.5	3.1	8	32
Laurel Hill	3.8	3.3	3.1	3.5	2.5	3.3	3.8	3.0	7	79
North Laurinburg	3.0	3.1	2.9	3.2	3.1	3.1	3.0	3.0	6	104
Pate Gardner	3.7	2.1	2.3	2.3	1.8	2.3	2.3	2.1	5	51
South Scotland	3.2	3.2	2.9	3.1	3.3	3.5	3.6	3.1	4	133
WAGRAM	2.7	2.6	2.4	2.6	2.5	2.7	2.9	2.6	3	75
2									2	
AVERAGES 1	3.4	3.0	3.0	3.2	2.9	3.2	3.3	3.0	1	591
Number of Pupils										
Median Stanine										

* IQ's or other optional information may be distributed in blank column.

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Bill System-Wide Comparison INTERMEDIATE II BATTERY

NOTE: ee directions on back of Class Record. School _____ Teacher _____ Grade Placement _____ Mean

Year	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science	No. Stanine	Stude * Teste
1968	4.8	5.3	5.8	5.4	5.4	5.8	5.3	5.4	5.1	9	677
1969	5.1	5.2	6.0	5.4	5.6	5.3	5.1	5.3	5.1	8	677
1970	5.2	5.6	6.1	5.5	5.7	5.5	5.5	5.5	5.3	7	655
1971	5.2	5.6	5.9	5.6	5.5	5.7	5.6	5.2	5.1	6	630
5										5	
4										4	
3										3	
2										2	
1										1	
Number of Pupils											
Median Stanine											

* IQ's or other optional information may be distributed in blank column.

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p. 17

NOTE: See directions on back of Class Record. School System-Wide Teacher 96" Gr 6th

Stanine	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science
CARVER 9	4.2	4.5	5.1	4.2	4.1	4.6	4.1	4.7	4.4
CENTRAL 8	6.4	7.1	7.0	7.5	7.1	8.9	6.8	6.9	7.3
Coving- 7 ton	7.3	7.9	8.2	8.9	8.6	8.8	8.2	7.4	7.4
East 6 Laurin- burg	5.5	6.1	6.4	5.6	5.8	5.7	6.0	5.7	5.8
5 Gibson	4.5	4.8	4.9	4.5	5.2	5.2	4.7	4.4	4.5
I. E. 4 Johnson	4.1	4.4	5.0	4.3	4.4	4.9	4.3	4.5	4.1
Laurel 3 Hill	5.4	5.7	6.1	5.8	6.2	5.9	5.5	5.5	5.3
North 2 Laurin- burg	5.4	5.5	6.3	5.7	6.2	5.7	5.5	5.6	5.6
OAK 1 Grove	4.3	4.6	4.6	4.4	4.5	4.7	4.4	5.1	4.5
Number of Pupils									
Median Stanine									

* IQ's or other optional information may be entered in

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CLASS ANALYSIS CHART in Stanines (See reverse side for Grade Score Chart)

INTERMEDIATE II BATT

p. 18

NOTE: See directions on back of Class Record.

School pte-Wide Teacher 1968 Grade ment

Stanine	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science
PATE GARDNER	4.2	3.8	4.4	3.9	4.0	4.5	4.4	4.5	3.8
SHAW	4.4	4.5	5.2	4.4	4.5	4.9	4.3	4.5	4.1
South Scotland	5.0	4.9	5.7	5.4	4.2	5.6	4.9	5.7	4.6
WAG-RAM	5.2	5.4	5.9	5.4	6.6	5.7	5.2	5.2	5.1
WASH-INGTON PARK	5.1	5.4	6.5	5.5	5.1	5.5	5.5	5.5	5.7
4									
3									
2									
AVERAGES 1	4.8	5.3	5.8	5.4	5.4	5.8	5.3	5.4	5.1
Number of Pupils									
Median Stanine									

* IQ's or other optional information may be distributed in b

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p.19 INTERMEDIATE II

NOTE. See directions on back of Class Record. School System-Wide Teacher 1-69 Grade Placement

Stanine	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science	Stanine	STUDEN. *
CARVER 9	4.2	4.5	5.5	4.4	4.5	4.2	4.1	4.3	4.1	9	41
CENTRAL 8	6.3	6.3	6.7	7.1	6.8	6.5	6.3	6.6	6.4	8	107
Livingston 7	7.3	7.2	7.8	8.1	7.8	8.1	7.6	7.4	7.6	7	61
EAST Laurinburg 6	5.5	5.7	6.2	5.7	5.6	5.5	5.3	5.6	5.4	6	36
Gibson 5	4.8	4.6	5.7	4.6	6.4	5.6	4.9	5.0	4.4	5	21
I. E. Johnson 4	4.2	4.3	5.1	6.6	4.3	4.2	4.2	4.5	4.1	4	73
Laurel 3 Hill	6.1	6.4	6.9	6.7	7.0	6.1	6.1	6.3	6.1	3	68
North Laurinburg 2	5.5	5.4	6.3	5.6	6.6	5.5	5.5	5.3	5.3	2	35
OAK 1 Grove	4.3	4.9	5.7	4.6	5.3	4.6	4.5	5.1	5.1	1	25
Number of Pupils											
Median Stanine											

*IQ's or other optional information may be distributed in blank column

NOTE: See directions on back of Class Record. School________ Teacher________ Grade Placement________

	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science	[illegible]	STUDE *
PATe GARdNer 9	4.3	4.5	5.3	3.9	4.5	4.5	4.4	4.5	4.0	9	31
SHAW 8	4.6	4.7	5.6	4.3	5.1	4.6	4.8	4.9	5.0	8	52
South Scotland	4.8	4.9	5.6	4.9	4.8	4.7	4.7	4.8	4.5	7	32
WAKE-RAM	5.3	5.3	5.7	5.5	5.5	5.7	5.2	5.3	5.2	6	32
Washington Park	4.3	4.2	5.2	4.1	4.6	4.5	4.3	4.3	4.3	5	63
4										4	
3										3	
2										2	
AVERAGES 1	5.1	5.2	6.0	5.4	5.6	5.3	5.1	5.3	5.1	1	677
Number of Pupils											
Median Stanine											

* IQ's or other optional information may be distributed in blank column.

NOTE. See directions on back of Class Record. School______ Teacher 1970 Grade Placement ______

Stanine	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science	Stanine	No. * Stude
CARVER 9	5.3	5.7	6.6	5.6	5.8	5.5	5.6	5.5	5.4	9	83
CENTRAL 8	5.9	6.4	6.8	6.4	6.0	6.1	6.0	6.2	6.4	8	165
EAST LAURINburg 7	5.7	6.3	6.9	6.3	6.5	6.2	6.7	6.0	5.7	7	25
Gibson 6	4.6	4.7	5.3	4.4	5.1	5.1	4.9	4.7	4.5	6	54
I.E. Johnson 5	4.9	5.3	5.8	5.1	5.7	5.4	5.1	5.1	4.9	5	114
SHAW 4	4.7	4.6	5.2	4.6	4.8	4.6	4.7	4.9	4.5	4	79
WASHingTEN PARK 3	5.5	5.9	6.2	5.9	5.8	5.7	5.7	5.8	5.9	3	135
2										2	
AVERAGES 1	5.2	5.6	6.1	5.5	5.7	5.5	5.5	5.5	5.3	1	655
Number of Pupils											
Median Stanine											

* IQ's or other optional information may be distributed in blank column

NOTE: See directions on back of Class Record. School________ Teacher________ Grade Placement

Stanine	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications	Social Studies	Science	Stanine	STUDE *
CARVEI 9	3.6	5.3	6.2	5.5	5.3	7.6	5.3	5.3	4.9	9	90
1ENTRAl 8	6.8	8.2	7.2	7.9	6.6	6.5	7.4	6.6	6.7	8	121
EAST LAURINBURG 7	5.5	5.3	6.2	5.2	5.6	5.2	5.2	5.1	4.9	7	30
Gibson 6	4.9	4.7	5.1	4.4	5.4	4.9	4.8	4.8	4.6	6	50
I.E. Johnson 5	4.7	5.1	5.5	5.5	5.0	4.9	4.7	4.7	4.4	5	12
SHAW 4	5.4	5.2	5.3	5.3	4.9	5.1	4.5	4.7	4.5	4	11
WASHINGTON PARK 3	5.4	5.5	6.0	5.5	5.7	5.6	5.6	5.8	5.5	3	98
2										2	
AVERAGES 1	5.2	5.6	5.9	5.6	5.5	5.7	5.6	5.2	5.1	1	63
Number of Pupils											
Median Stanine											

*IQ's or other optional information may be distributed in blank colu

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9 SYSTEM-

CTBS - CTMM LEVEL

Testing	No. Tested	CA	MA	Total I.Q.	READING			LANGUAGE				Co
					Voc.	Comp.	Total	Mech.	Express.	Spell.	Total	Co
69		DATA INVALID FOR THI										
70	580	15-21	14-00	89.6	6.71	6.55	6.61	7.49	6.18	7.56	6.96	7.
71	611	15-02	12-85	91.3	6.88	6.92	6.90	7.52	6.69	8.18	7.42	7.

S – CTMM LEVEL 4 1969 – '70 – '71

	LANGUAGE				ARITHMETIC				TOTAL BATTERY	STUDY S	
l	Mech.	Express.	Spell.	Total	Compu.	Concepts	Applic	Total		Reference	Graphic
D		FOR		THIS		YEAR		Tes time	was of ye	given	at t
	7.49	6.18	7.56	6.96	7.19	7.11	7.11	7.02	6.69	7.17	6.61
o	7.52	6.69	8.18	7.42	7.30	71.8	7.09	7.08	8.10	7.30	6.79

r. 9 P. 24

TEST DATA MEA

CTBS-CTMM

Date of Testing	No. Tested	C.A.	M.A.	Total I.Q.	READING			LANGUAGE				A
					Voc.	Comp.	Total	Mechnics	Expression	Spelling	Total	Co
Feb 1970	58	15-02	12-11	88.7	6.17	5.99	6.06	7.01	5.37	7.90	6.38	6.
Feb. 1971	72	15-01	13-00	90.3	6.90	6.96	6.99	7.74	7.04	8.59	7.74	7.
Feb 1970	43	16-00	12-08	85.6	6.42	6.21	6.34	7.04	5.74	6.44	6.28	6.
Feb' 1971	36	15-06	12-04	84.9	5.91	5.52	5.71	6.11	5.31	6.80	5.97	6
Feb. 1970	101	15-02	12-08	87.2	6.34	6.38	6.35	7.28	6.06	7.18	6.72	7.
2 1971	116	15-01	12-11	89.3	6.73	6.68	6.69	7.59	6.81	7.87	7.35	6
Feb 1970	296	15-02	13-11	95.4	7.90	7.83	7.88	8.23	7.60	8.71	8.13	8
2 1971	292	15-02	14-01	96.7	7.95	8.19	8.08	8.51	7.44	8.85	8.23	8
4 1969	68	15-04	13-06	9.18	6.15	5.45	5.80	6.22	4.69	7.02	5.85	7
Feb. [illegible]	82	15-00	13-02	91.1	6.71	6.34	6.50	7.93	6.15	8.19	7.31	7
1971	95	15-01	13-09	95.0	6.92	7.23	7.04	7.64	6.87	8.81	7.79	7

HIA MEAN VALUES
S-CTMM LEVEL 4 1970-'7

LANGUAGE				ARITHMETIC				TOTAL BATTERY	STUDY SKILLS		
ss	Expression	Spelling	Total	Comp.	Concepts	applic.	Total		Reference	Graphics	Tota
/	5.37	7.90	6.38	6.85	6.62	7.04	6.71	6.23	6.91	6.46	6.57
4	7.04	8.59	7.74	7.34	7.14	7.16	7.10	7.08	7.60	6.60	6.9
4	5.74	6.44	6.28	6.56	6.80	6.77	6.45	6.19	6.70	6.05	6.2
/	5.31	6.80	5.97	6.40	6.51	6.49	6.27	5.81	6.58	5.63	5.9
8	6.06	7.18	6.72	7.24	6.75	6.73	6.86	6.49	6.80	6.63	6.3
9	6.81	7.87	7.35	6.99	7.00	6.49	6.73	6.73	7.38	6.74	7.0
.3	7.60	8.71	8.13	8.25	8.17	7.97	8.11	7.85	8.38	7.88	8.
	7.44	8.85	8.23	8.15	8.26	7.98	8.01	7.91	8.18	8.15	8.1
2	4.69	7.02	5.85	7.16	5.86	6.42	6.46	5.83	5.51	5.16	5.2
3	6.15	8.19	7.31	7.08	7.19	7.04	6.95	6.71	7.04	6.64	6.
.4	6.87	8.81	7.79	7.63	7.01	7.35	7.29	7.15	6.79	6.81	6.7

7

Continued Reason for Suspensions:

9. Use of obscene language.............................. 11
10. Other.. 14

Total Number of Dismissals 14 Boys 13 Girls 1

Age Range:

14		17	4	20	
15	3	18	4	21	
16	2	19	1	Over 21	

I. Q. Range:

Under 60	1
60 - 70	5
71 - 80	4
81 - 90	2
91 - 100	1
101 - 110	1
111 - 120	
Over 120	

86

1970-71 School Year

11 Grade

Membership 456

Total number of suspensions 92

Number of individual suspensions

1	2	3	4	5	6	7	8
52	19	14	3	2	1		1

Number of schools days suspended

1	2	3	4	5	6	7	8	9	10	More than 10
17	5	30	6	8	7	3	4	3		9

Number of boys 67 Number of girls 25

Age of students suspended as of January 1, 1971

14 ____ 17 33 20 ____

15 ____ 18 11 21 ____

16 44 19 4 22/over ____

I. Q. range of individual student suspensions:

Under 60 2 81 - 90 25 111 - 120 7

60 - 70 15 91 - 100 13 Over 121 3

71 - 80 20 101 - 110 7

Reason for Suspensions:

1. Failure to report to 7th period.......... 34
2. Excessive tardies.......... 4
3. Excessive truancy.......... 30
4. Fighting.......... 37
5. Disrespect.......... 25
6. Misconduct.......... 16
7. Stealing.......... 1
8. Cheating..........

9

Page 2.

ntinued Reason for Suspensions:

9. Use of obscene language.................................... 6

10. Other.. 15

Total Number of Dismissals 10 Boys 7 Girls 3

Age Range:

14 ____ 17 1 20 ____

15 ____ 18 ____ 21 ____

16 8 19 1 Over 21 ____

I. Q. Range:

Under 60 ____

60 - 70 1

71 - 80 3

81 - 90 4

91 - 100 1

101 - 110 ____

111 - 120 1

Over 120 ____

k

88

1970-71 School Year

12 Grade

Membership 452

Total number of suspensions 70

Number of individual suspensions

1	2	3	4	5	6	7	8
42	11	10	2	1			

Number of schools days suspended

1	2	3	4	5	6	7	8	9	10	More than 10
13	5	26	3	6	6	1	2	2	2	5

Number of boys 57 Number of girls 13

e of students suspended as of January 1, 1971

14 ______ 17 42 20 ______

15 ______ 18 21 21 ______

16 3 19 6 22/over ______

I. Q. range of individual student suspensions:

Under 60 5 81 - 90 22 111 - 120 1

60 - 70 6 91 - 100 8 Over 121 3

71 - 80 17 101 - 110 4

Reason for Suspensions:

1. Failure to report to 7th period.......................... 25
2. Excessive tardies..
3. Excessive truancy.. 9
4. Fighting... 27
5. Disrespect... 22
6. Misconduct... 10
7. Stealing... 3
8. Cheating...

11

Page 2.

Continued Reason for Suspensions:

9. Use of obscene language........................... 5

10. Other... 12

Total Number of Dismissals 9 Boys 8 Girls 1

Age Range:

14 ____

15 ____

16 1

17 4

18 3

19 1

20 ____

21 ____

Over 21 ____

I. Q. Range:

Under 60 ____

60 - 70 ____

71 - 80 2

81 - 90 4

91 - 100 2

101 - 110 1

111 - 120 ____

Over 120 ____

k

90

SCOTLAND HIGH SCHOOL
BOX 1149 – 401 BY-PASS
LAURINBURG, N. C. 28352
OFFICE OF THE PRINCIPAL

Totals

Suspensions: 10th

Boys 95 Girls 20 Total 115

11th

Boys 67 Girls 25 Total 92

12th

Boys 57 Girls 13 Total 70

277 Grand Total

Dismissals: 10th

Boys 13 Girls 1 Total 14

11th

Boys 7 Girls 3 Total 10

12th

Boys 8 Girls 1 Total 9

33 Grand Total

Membership: 10th - 513
11th - 456
12th - 452
1421 June 1971

Total Enrollment 1624 (1970-71)

Self-concept Evaluation of First Grade Students in The Laurinburg-Scotland County School System

School	Number Evaluated	Positive No.	Positive %	Negative No.	Negative %
Covington ~~Street~~	110	97	88%	13	12%
East Lbg.	34	29	85%	5	15%
Pate-Gardner	46	35	76%	11	24%
Laurel Hill	98	70	72%	28	28%
South Scotland	128	80	63%	48	37%
North Lbg.	110	61	55%	49	45%
Wagram	82	33	40%	49	60%
System	608	405	67%	203	33%

John D. [illegible]
North Laurinburg

Laurinburg Scotland County Third Survey
Of Positive and Negative Self Concepts
3rd Grade level

June 2, 1971

Name of School	Num. Surveyed	Teacher Judgement		Check list of students Results	
		Positive	Negative	Positive Con.	Negative C.
Covington Street	115	96	19	89	26
East Laurinburg	33	20	13	23	10
North Laurinburg	108	88	20	88	20
Laurel Hill	79	79	0	64	15
Pate Gardner	36	25	11	28	8
South Scotland	133	90	43	97	36
Wagram	69	45	24	55	14
Total	573	443	130	444	129
					23%

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CONCEPT SURVEY INFORMATION SHEET

Laurinburg-Scotland County Schools

Grade 6

Number of Pupils Participating 434

I. Number of pupils with Positive Concepts 421

II. Number of pupils with Negative Concepts 13

III. Number of Border Line Cases 15

A. Please list the number of pupils with negative concepts who possess any of the characteristics below:

1. Number of pupils retained in the same grade:

Once 2 More Than Once 2

2. Number of pupils from Broken Homes 9

3. Number of pupils from Low Income Families 12

4. Number of pupils from families who are Recipients of Welfare 8

5. Number of pupils with poor school Attendance Records 4

6. Number of pupils with parents of Low Educational Status 10

BREAK DOWN BY INDIVIDUAL SCHOOLS

Carver School
# Pupils Participating 105
# Possessing Positive Concepts 99
Possessing Negative Concepts 6

Central School
# Pupils Participating 125
# Possessing Positive Concepts 122
Possessing Negative Concepts 3

Washington Park School
# Pupils Participating 126
# Possessing Positive Concepts 124
Possessing Negative Concepts 2

East Laurinburg School
# Pupils Participating 30
# Possessing Positive Concepts 28
Possessing Negative Concepts 1

Gibson School
# Pupils Participating 48
#Possessing Positive Concepts 47
Possessing Negative Concepts 1

Laurinburg-Scotland County School District
June 6, 1971
Student Self-Inventory Survey

The Minnesota Counseling Inventory(MCI) provides a means whereby teachers, counselors, and others working with high school age youth can acquire information about the personality dynamics, personality structure, and personality problems of young people. It reveals the kind of negative factors which can damage personality and distort or inhibit behavior and vice versa.

A major objective of the MCI is to assist in understanding students as they attempt to achieve more mature self-understanding and integration between themselves and their environment.

The inventory was designed to provide information in the following areas:

A. Student Adjustment(particularly well or poorly)
  1. Social Relationships
  2. Emotional Stability

B. Methods students employ in making adjustments
  1. Conformity
  2. Adjustment to reality
  3. Mood
  4. Leadership

POPULATION OF THE SURVEY

The MCI was based on a random sample of 47 seniors; representative of a little over 10% of the class. The norms group's mean raw score for each scale indicated above was equated to 50(standard score) and a comparison of mean raw scores of the 47 seniors with the norms group was made.

INTERPRETATIONS

1. High scores represent negative composite of thoughts and feelings of a student's awareness of his individual existence; his conception of who and what he is.
2. Low scores represent the opposite in thoughts, feelings of awareness , and his conception of who and what he is.

RESULTS

Based upon the Norms group

Positive Concept of self----------------16, 5 - males; 11 - females
Negative Concept of self ---------------31, 14 - males; 17 - females
Percentage of negative concepts -------66
Percentage of positive concepts -------34

SUMMARY

Based upon the sample taken, and assuming it to be reasonably accurate, this would indicate that approximately 157/ 462 seniors show a + self-concept.

34% Positive ; 66% Negative

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Laurinburg-Scotland County School District

June 6, 1971

Total 452

Total number of retentions for students currently in the 12 grade and the same class prior to the 12th grade

Number of Retentions Grade 9, 10, 11 prior to the 12th grade -------16

Number of Retentions in the present senior class -- 10

The frequency distribution of courses where the greatest number of failures occurred:

Course	Frequency
Algebra One	54-9th grade-46; 10th grade-8
Geometry	23-10th " -10; 11th " - 13
General Math	22- 9th "
Consumer Math	8-(10 - 12)*
Algebra Two	10 - 11th grade
Physical Science	— 55 - 9th grade (three juniors)
Biological Science	8 - 10th grade
Chemistry	7 - 11th grade
English One	24
English Two	11
English Three	9
English Four	2
Drama	2
French One	20 (9th and 10th grades)
French Two	1
Spanish One	6
United States History	— 24 - 11 th grade
World History	6
American Govt.	2
Civics & Geo.	— 45 - 9th grade
Economics	1
Bible	2
Intro to Voc.	1
Typing One	9
Shorthand	1
Health and P.E.	6
Drafting, Carpentry, H.Econ.	1 each(total of 3)

*Refers to grades 10 through 12

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Title I ESEA 1970 - 1971 Project Budget

100 Administration - Salaries

110-G	Salaries		$25,980

100 Administration - Other

120-G	Audit	800	
130-G	Office Supplies	1,500	
130-G	Travel	1,040	
			3,340
			29,320

- - - - - - - - - -

200 Instruction

211	Principals (4 Principals Summer School	5,040	
213	Teachers (35 Teachers School term, 38 teachers Summer School)	277,276	
214-C	Counselors (2 teachers school term)	11,488	
216	Aides (29 full time positions, 34 aides employed)	75,810	
			369,614

200 Instruction - Other

230-A	Library Books	2,000	
230-C	Audio-Visual Materials	2,210	
240	Instructional Materials	21,726	
250-A	Misc Supplies - Teachers & Supervisors	500	
250-B	Travel	2,915	
250-C	Misc. Expenses	500	
250-C1	In-Service Training	7,915	
			37,766
			407,380

- - - - - - - - - -

300 Attendance - Salaries

310	Salaries		27,190

300 Attendance - Other

320-B	Travel		4,500
			31,690

- - - - - - - - - -

400 Health - Other

420-C	Medical & Dental Service		6,900

500 Pupil Transportation - Salaries

520	Bus Rental	3,160	
540	Insurance	750	
560	ESEA Bus Maintenance	1,355	
			5,265
			8,865

97

19

600 Operation of Plant - Salaries			
610-B	Salaries		1,280
600 Operation of Plant - Other			
600	Expenses		2,800
			4,080
700 Maintenance of Plant			
740-C	Salaries		3,242
700 Maintenance of Plant			
740	Repair & Upkeep of Bldg & Equipment	2,000	
740-D	Travel	1,200	
			3,200
			6,442
800 Fixed Charges			
800	Employee Benefits, Insurance & Rentals		58,599
900 Food Service			
920	Free Lunches		26,600
1100 Community Services			
1150-B	Clothing, glasses, hearing aids		4,000
1200 Capital Outlay			
1230-2B	Administrative Equipment	3,565	
1230-2C2	Audiovisual Equipment	9,969	
1230-2C3	Instructional Equipment	1,075	
			14,609
		Total	$598,485

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ESEA Title II - SCHOOL LIBRARY RESOURCES

230-A	Books	$3,826.47
230-B	Periodicals	25.00
230-C	Audiovisual Materials	6,005.53
		9,857.00

SECTION IV - EMERGENCY SCHOOL ASSISTANCE PROGRAM ACTIVITY BUDGET OUTLINE - FISCAL YEAR 19 70-71

ACTIVITY / COST CATEGORY	SPECIAL COMMUNITY PROGRAMS (1)	SPECIAL PUPIL PERSONNEL SERVICES (2)	SPECIAL CURRICULUM REVISION PROGRAMS (3)	TEACHER PREPARATION PROGRAMS (4)	SPECIAL STUDENT-TO-STUDENT PROGRAMS (5)	SPECIAL COMPREHENSIVE PLANNING (6)	OTHER (7)	TOTAL ALL ACTIVITIES (8)
EMPLOYEE SALARIES		15,000		39,308	6,000	8,400		68,708
EMPLOYEE BENEFITS & SERVICES		2,100		5,452	300	1,176		9,028
EMPLOYEE TRAVEL & PER DIEM	1,000			500.00				1,500
CONTRACTED SERVICES				2,132.				2,132
COMMUNICATIONS								
OFFICE SUPPLIES & MATERIALS								
REPRODUCTION DUPLICATION								
MISC. ADMIN. EXPENSES								
I. INSTRUCTIONAL SUPPLIES			2,000					
J. STIPENDS & DEPENDENTS SUPPORT								2,000
K. FACILITIES RENTAL								
L. FACILITIES PURCHASE								
M. FACILITIES IMPRVT.						5,000		5,000
N. EQUIPMENT RENTAL								
O. EQUIPMENT PURCHASE								
P. TOTAL DIRECT COSTS	1,000	17,100	2,000	47,392	6,300	14,576		88,368
Q. INDIRECT COSTS								
R. FED. FUNDS REQUESTED	1,000	17,100	2,000	47,392	6,300	14,576		88,368

(DRAFT)

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100

(51)

Laurinburg-Scotland County School District
June 6, 1971
Occupational Education Interest Survey
A random sample of 276 sophomores at the Scotland Senior High School

The survey consisted of the following broad areas of Occupational Education:

1. Agriculture, Forestry, Fisheries, Conservation
2. Construction Occupations
3. Mechanics, Repairmen and Technical Personnel
4. Graphics and Communications Occupations
5. Business and Office Occupations
6. Sales Occupations
7. Health Occupations
8. Service Occupations(Other than farm)
9. Transportation Occupations
10. Manufacturing Operatives
11. Homemaker
12. Fine Arts, Liberal Arts, and Entertainment
13. Other Occupations Not Listed

Two separate statistical analyses were made of the entire sample; one consisting of first choice responses and a second consisting of second choice responses. The results are based upon each student's choice of two occupations that most nearly represent those in which they would like to be employed when they complete their schooling or their formal education.

Only those occupations that were selected more than five (5) times are indicated in the results.

RESULTS

First Choice	Responses	Second Choice	Responses
Teacher and Related Professional Fields of Ed.	27	Sec. & Stenography	19
X Auto Mechanics	21	Telephone Operator	18
X Telephone Operator	20	Teacher and Related Fields of Ed.	18
Sec. & Stenography	20	Typist	17
Typist	16	Military Services	14
X Prof. Athlete	16	Stewardess	12
X Military Services	16	Freight Truck Driver	10

X Cosmetologist, Hairdresser	16
X Practical Nurse	12
X Prof. Artist and Musician	12
Lawyer	10
Social Worker	10
X Interior Decorator	7
X Electrician	7
X Prof. Nurse	6
*Stewardess	15

Prof. Athlete	10
Radio & TV Broadcaster	9
Auto Mechanics	9
Prof. Artists and Musician	9
Teacher Aide	7
Medical Doctor	7
Prof. Nurse	7
Practical Nurse	7
Bookkeeper & Bank Teller	6
Veterinarian	6
Engineer	6

*Out of order

* No present programs

Laurinburg-Scotland School District Follow up Study selected Graduates (54)

June 6, 1971

The Relevancy of Occupational Courses to members of the senior class who were enrolled

Criteria used to determine the degree of relevancy:

1. The number of students who completed the program
2. The number of students who continued their education as full or part-time enrollees in a voc/tec or post secondary school in the same area for which the students were trained or in some related field
3. The number of students who continued their education as full or as part-time enrollees in similar institutions as outlined in 2 above, but in an area completely removed from the occupational interest followed during high school
4. The number of students employed full or part-time in the area for which they were occupationally trained while in high school
5. The number of students employed full or part-time in some related area
6. The number of students employed full or part-time in an area that is far removed from the occupational interest followed during high school
7. The number of students not employed
8. The number of students in military services
9. The number of students that are unaccountable
10. Others

The survey was based on information contained from the following occupational areas:

Distributive Education- 1968-70

Cooperative Office Occupation - 1970-71

Industrial Cooperative Training - 1969-70

Drafting
*Other areas

*No information could be obtained from agriculture, mechanics, carpentry, and masonry.

DISTRIBUTIVE EDUCATION FOLLOW-UP SURVEY

ITERIA	YEAR 1967-68	YEAR 1968-69	YEAR 1969-70
Completed Program and graduated(total)	25	21	19
Employed full-time Occupationally trained	7	5	9
Employed full-time related occ.	8	1	4
Employed -other	6	3	3
Employed part-time	-	2	-
Unemployed -seeking employment	-	4	-
Unemployed-not seeking employment	2	-	-
Entered Armed Forces	1	1	2
ntinued full-time hool(post sec.)	1	5	1

INDUSTRIAL COOPERATIVE TRAINING

Graduates from ICT
1968-69, 1969-70

Number of completions ---------------------------------- --60

Number/(%) of graduates fully employed in field in which they were trained or in related fields------------------- 63%

- Construction and maintenance----------------------- 10%
- Health--- 12%
- Transportation------------------------------------ 8%
- Manufacturing-fabrication------------------------- 20%
- Service-- 10%
- Recreation and Hospitality------------------------ 3%

Unknown--- 3%

Attending post sec. schools------- ------------------- 17%

Military services and others------------------------- 17%

COOPERATIVE OFFICE OCCUPATIONS

1970 graduates

Number of students completing the course-------------18

Number of students leaving prior to entering -------- 0

Number of students continuing full-time study at a voc/tec or other post sec. school ------------------ 5

Number of students continuing full-time study at a voc/tec or other post sec. school in an area in which they were not trained --------------------------------- 2

Number of students not entering labor force---------- 2*

Number of students employed full-time in area trained- 6

Number of students employed in some other field ------ 2

Number of students employed part-time----------------- 1

1969

Number of students completing the course-------------- 21

Number of students employed full-time in the area trained-- 11

Number of students entering the armed forces---------- 1

Number of students continuing full -time study at a voc/tec or related institution----------------------- 5

Number of students unaccounted for-------------------- 4

---

*Reason given-marriage-one of the students is presently employed in business at a local loan firm

1971

Number of students completing the course---------19

Number of students entering voc/tec or related institutions of higher ed.---------------10

Number of students employed full-time in the area trained-- 7*

Number of students in school/part-time work------ 2

---

*One student has not been placed and it is not certain what she will do.

DRAFTING

Drafting One - 1968 - 69 - Number of students - 18 ; 12[*] seniors

Drafting One - 1970-71 - Number of students - 150

Number continuing into drafting Two - approximately - 40

Number of students presently enrolled in tec/voc or
other inst. of higher ed.------------------------------12 - 15[**]

Number of students employed by a drafting firm upon completion
of high school---1

[*] Six of these students will enter a technical inst.
or other inst. of higher ed(NCSU)

[**] The majority of these students graduated prior to consolidation.

Observations made as a result of talking with teacher and students:

1. Present program is too general; not technical enough
2. Limited job market locally
3. There is a need for expansion of the technical program
4. The minimum requirements needed for successful performance in the program are not met by everyone who enters
5. The teacher takes what comes to him

ESEA Data

COMPARISON OF SCHOOL ATTENDENCE IN %

SCHOOL	* 64-65	65-66	66-67	67-68	68-69	69-70	INCREASE FROM 65-70
CARVER	91.0	96.4	97.0	96.6	95.4	96.3 *	5.3
CENTRAL	96.0	95.3	96.0	95.4	95.1 *	96.5 *	0.5
GIBSON	89.1	91.8	93.0	93.8	93.3	94.3	5.2
I. E. JOHNSON	90.7	92.6	96.0	94.4	93.7	93.8	3.1
LAUREL HILL	92.7	92.8	93.8	94.6	95.8 *	95.3 *	2.6
OAK GROVE	90.8	95.3	94.8	94.6	95.3	——	——
PATE-GARDNER	90.3	91.2	94.9	95.0	95.7	95.3	5.0
SHAW	95.4	94.5	94.4	93.4	96.3	93.5	-1.9
SNEADS GROVE	——	——	96.1	——	——	——	——
SOUTH SCOTLAND	90.5	93.0	98.0	97.6	96.4 *	84.6 *	-5.9
WAGRAM	92.5	94.4	95.5	95.4	94.5	94.1	1.6
WASHINGTON PARK	94.8	95.6	96.9	96.3	96.5	95.7	0.9

* denotes non-ESEA schools

ELEMENTARY PHYSICAL EDUCATION

SCHOOLS	SEPT. 65	(same sch.yr.) SEPT. 66	 APRIL 67	APRIL 68	APRIL 69	APRIL 70	INCREASE FROM 65-70
CARVER	.57	.70	.90	.88	.88	---	---
CENTRAL	.68	.82	.84	.79	.86 *	---	---
COVINGTON ST.	.80 *	.85 *	.88 *	.86 *	.92 *	---	---
E. LAURINBURG	.64 *	.72 *	.84 *	.80*	.75 *	---	---
GIBSON	.51	.56	.66	.59	.78	.88	.37
I. E. JOHNSON	.75	.77	.90	.91	.87	.78	.03
LAURINBURG JR. H.	---	---	---	.80 *	.83 *	---	---
LAUREL HILL	.64	.77	.84	.78	.85 *	---	---
N. LAURINBURG	.73 *	.75 *	.90 *	.82 *	.88 *	---	---
OAK GROVE	.70	.73	.82	.83	.84	---	---
PATE-GARDNER	.75	.76	.90	.72	.89	.83	.08
SHAW	.76	.78	.86	.78	.90	.86	.10
SNEADS GROVE	.70	.75	.82	---	---	---	---
SOUTH SCOTLAND	.77	.77	.90	.88	.90	---	---
WAGRAM	.74	.80	.84	.88	.91	.79	.05
WASHINGTON PARK	.62	.67	.72	.78	.90	.81	.19

* denotes non-ESEA Schools

Chart showing % of students scoring above Average on N. C. Physical Fitness Test.

ACHIEVEMENT TESTS

ALL ESEA SCHOOLS

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	1.82	1.90	2.00	1.88	1.57	.08	.10	-.12	-.31
2	2.13	2.12	2.23	2.10	2.09	-.01	.11	-.13	-.01
3	2.70	2.87	2.97	2.51	2.48	.17	.10	-.46	-.03
4	3.40	3.89	3.23	3.41	3.74	.49	-.66	.18	.33
5	4.31	4.20	4.60	4.14	4.66	-.11	.40	-.46	.52
6	4.88	4.70	5.28	4.64	5.28	-.18	.58	-.64	.64
7	5.38	5.75	5.46	----	5.35	.37	-.29	----	----
8	5.43	5.83	6.07	----	----	.40	.24	----	----
9	----	6.06	5.32	----	6.43	----	-.74	----	----

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	1.82	----	----	----	----	----	----	----	----
2	2.37	2.12	2.59	2.29	2.23	-.25	.47	-.30	-.06
3	3.04	3.09	3.34	2.62	2.72	.05	.25	-.72	.10
4	3.56	3.89	3.69	3.34	3.71	.33	-.20	-.35	.37
5	3.93	4.40	4.36	3.94	4.36	.47	-.04	-.42	.42
6	5.01	4.64	5.38	4.43	5.19	-.37	.74	-.95	.76
7	5.56	5.95	5.39	----	5.78	.39	-.56	----	----
8	5.21	5.91	6.13	----	----	.70	.22	----	----
9	----	6.29	5.19	----	6.85	----	-1.10	----	----

ACHIEVEMENT TESTS

GIBSON

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	----	----	----	1.40	----	----	----	----	----
2	----	1.5	1.88	2.13	----	----	.38	.25	----
3	3.2	2.2	3.0	2.89	----	-1.0	.80	-.11	----
4	3.2	3.0	5.05	4.17	----	-.20	2.05	-.88	----
5	4.0	3.56	4.00	4.55	4.00	-.44	.44	.55	-.55
6	----	4.05	4.84	4.70	4.65	----	.79	-.14	-.05
7	6.17	5.16	5.68	4.48	4.46	-1.01	.52	-1.20	-.02
8	----	6.95	6.73	6.11	----	----	-.22	-.62	----
9	----	6.52	----	5.79	6.34	----	----	----	.55

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	----	----	----	----	----	----	----	----	----
2	----	----	2.50	2.20	----	----	----	-.30	----
3	2.5	----	3.1	2.87	----	----	----	-.23	----
4	3.0	3.0	----	3.73	----	0	----	----	----
5	3.6	3.52	3.30	4.30	3.51	-.08	-.22	1.00	-.79
6	----	4.05	4.50	4.72	4.42	----	.45	.22	-.30
7	6.90	5.24	5.50	4.65	4.57	-1.66	.26	-.85	-.08
8	-----	6.75	6.36	6.06	----	----	-.39	-.30	----
9	----	6.65	----	5.80	6.28	----	----	----	.48

ACHIEVEMENT TESTS

I.ELLIS JOHNSON

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	2.2	---	1.85	---	---	---	---	---
2	---	1.9	2.11	2.17	---	---	.21	.06	---
3	---	2.4	---	2.59	---	---	---	---	---
4	---	3.6	3.86	3.64	4.00	---	.26	-.22	.36
5	---	3.31	---	4.03	3.81	---	---	---	-.22
6	---	3.87	---	4.35	5.13	---	---	---	.78
7	4.81	4.52	5.23	4.77	5.35	-.29	.71	-.46	.58
8	---	5.14	5.77	4.54	---	---	.63	-1.23	---
9	---	5.31	4.95	5.87	6.35	---	-.36	.92	.48

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	1.9	---	---	---	---	---	---	---
2	---	2.3	---	2.49	---	---	---	---	---
3	---	2.5	---	2.69	---	---	---	---	---
4	---	3.2	---	3.58	4.07	---	---	---	.49
5	---	3.10	---	3.81	4.27	---	---	---	.46
6	---	3.45	---	4.02	4.96	---	---	---	.94
7	4.59	4.28	4.67	5.59	5.98	-.31	.39	.92	.39
8	---	5.08	5.70	5.20	---	---	.62	-.50	---
9	---	5.26	4.95	6.39	6.72	---	-.31	1.44	.33

ACHIEVEMENT TESTS

PATE-GARDNER

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	1.76	1.47	---	---	---	-.29
2	---	---	1.39	1.49	1.95	---	---	.10	.46
3	---	---	---	1.94	2.38	---	---	---	.44
4	---	---	---	2.96	3.22	---	---	---	.26
5	---	2.64	4.07	3.92	---	---	1.43	-.15	---
6	---	3.70	3.80	4.44	---	---	.10	.64	---
7	4.85	4.02	4.86	---	---	-.83	.84	---	---
8	---	4.64	5.15	---	---	---	.51	---	---
9	---	---	---	---	---	---	---	---	---

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	---	---	---	---	---	---
2	---	---	---	1.86	2.10	---	---	---	.24
3	---	---	---	2.06	2.65	---	---	---	.59
4	---	---	---	2.96	3.17	---	---	---	.21
5	---	3.01	3.07	3.85	---	---	.06	.78	---
6	---	3.80	3.93	3.94	---	---	.13	.01	---
7	4.01	3.92	4.71	---	---	-.09	.79	---	---
8	---	4.55	5.33	---	---	---	.78	---	---
9	---	---	---	---	---	---	---	---	---

ACHIEVEMENT TESTS

SHAW

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	1.78	---	---	---	---	---
2	---	---	2.05	2.10	---	---	---	.05	---
3	---	---	---	2.28	---	---	---	---	---
4	---	---	3.23	3.13	---	---	---	-.10	---
5	---	3.26	3.77	4.08	4.57	---	.51	.31	.49
6	---	3.60	4.52	4.80	4.66	---	.92	.28	-.14
7	3.45	4.07	4.85	4.94	5.13	.62	.78	.09	.19
8	---	4.62	5.21	4.75	---	---	.59	-.46	---
9	5.42	5.42	5.47	5.80	6.50	0	.05	.33	.70

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	---	---	---	---	---	---
2	---	---	---	2.25	---	---	---	---	---
3	---	---	2.77	2.49	---	---	---	-.28	---
4	---	---	---	3.13	---	---	---	---	---
5	---	3.20	3.29	3.34	4.26	---	.09	.05	.92
6	---	3.34	4.49	4.32	4.62	---	1.15	-.17	.30
7	3.65	4.10	4.57	5.42	5.32	.45	.47	.85	-.10
8	---	4.51	5.22	5.01	---	---	.71	-.21	---
9	5.53	5.53	5.09	5.85	7.31	0	-.44	.76	1.46

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ACHIEVEMENT TESTS

WAGRAM

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	1.95	1.64	---	---	---	-.31
2	2.0	2.2	2.39	2.31	2.14	.20	.19	-.08	-.17
3	2.8	2.4	2.8	2.98	2.54	-.40	.40	.18	-.44
4	3.8	4.2	3.6	4.10	3.77	.40	-.60	.50	-.33
5	4.8	4.60	4.7	4.80	---	-.20	.10	.10	---
6	6.0	5.29	6.4	5.39	---	-.71	1.11	-1.01	---
7	5.97	6.73	6.69	6.80	---	.76	-.04	.11	---
8	6.4	7.01	8.08	7.72	---	.61	1.07	-.36	---
9	7.53	7.52	---	---	---	-.01	---	---	---

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	---	---	---	---	---	---
2	2.4	2.4	2.4	2.56	2.27	0	0	.16	-.29
3	3.0	---	3.0	3.16	2.77	---	---	.16	-.39
4	3.8	4.6	3.6	3.93	3.42	.80	-1.0	.33	-.51
5	4.8	4.62	5.5	5.57	---	-.18	.88	.07	---
6	6.0	5.17	6.9	5.61	---	-.83	1.73	-1.29	---
7	6.71	7.43	6.50	7.54	---	.72	-.93	1.04	---
8	7.2	7.43	7.86	8.52	---	.23	.43	.66	---
9	7.61	7.60	---	---	---	-.01	---	---	---

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ACHIEVEMENT TESTS

WASHINGTON PARK

READING

	MEAN GRADE SCORES					GAINS			
GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	1.7	---	---	---	---	---	---
2	---	2.1	2.80	1.7	---	---	.70	-1.10	---
3	---	2.5	3.20	2.22	---	---	.70	-.98	---
4	---	3.3	3.0	3.03	3.75	---	-.30	.03	.72
5	---	3.47	5.17	3.71	5.20	---	1.70	-1.46	1.49
6	---	3.91	5.43	4.24	6.38	---	1.52	-1.19	2.14
7	5.00	4.28	6.90	4.29	5.84	-.72	2.62	-2.61	1.55
8	---	5.14	7.92	---	---	---	2.78	---	---
9	---	---	---	---	---	---	---	---	---

LANGUAGE

GRADE	65-66	66-67	67-68	68-69	69-70	66-67	67-68	68-69	69-70
1	---	---	---	---	---	---	---	---	---
2	1.8	2.1	2.84	---	---	.30	.74	---	---
3	3.1	2.6	3.55	2.38	---	-.50	.95	-1.17	---
4	4.1	3.0	3.5	2.84	3.94	-1.10	.50	-.66	1.10
5	4.5	3.31	4.52	3.38	4.87	-1.19	1.21	-1.14	1.49
6	4.5	3.42	5.49	4.10	5.98	-1.08	2.07	-1.39	1.88
7	4.33	4.05	7.55	4.51	6.40	-.28	3.50	-3.04	1.89
8	6.8	4.51	8.57	---	---	-2.29	4.06	---	---
9	---	---	---	---	---	---	---	---	---

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LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective

1. To ensure that all students acquire a positive self-concept.

Specific Objective

1.1 By the end of June 1974, 90% of all third grade students will have developed and maintained positive self-concepts as evidenced by student performance standardized and locally developed instruments based on self report, observation, and inferential techiques.

Strategy

1.1.1 Develop programs for self-concept improvement.

Sub Strategy

1.1.1.1

	What	Who	When	Resource com.
A.	Orientation local school level using baseline data gathered by M. H. Speller	Principal	Third week of 1971-1972 school year	None
B.	System-wide in-service	In charge. M. H. Speller. 3-5 persons per school to attend	Early October for six hours to be videotaped.	Up to $1,790
C.	Local school workshop. Replication of system-wide workshop	Principals and representatives teachers who attend system-wide in-service	Late October following system-wide or concurrently with system-wide in-service	None
D.	Pretest pupils immediately after local workshop or after part C of system-wide in-service			

Laurinburg-Scotland County School District

Sub-Strategy 1.1.1.1

	What	Who	When	Resource com.
E.	Program implementation upon completion of pre-test results	Teachers	After pre-test results	Money for tests
F.	Post-test	Teachers	Mid-May	Money for tests

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Explains 1.1.1.1 B

System in-service (in-service content)

$ 90	RTI
300	ESAP
300	Local Funds
900	ESEA
82	State in-service

(Thelma Lennon, Al Smith, LD Consultant)

What is self-concept?

a. characteristics and causes of positive and negative self-concepts.
b. importance of developing a positive self-concept.
c. methods and materials for diagnosing and evaluation of self-concepts of children.
d. methods of developing and maintaining positive self-concept. Optional to test at this if local school in-service is concurrent.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective

1. To ensure that all students acquire a positive self-concept.

Specific Objective

1.1. By the end of June 1974, 90% of all third grade students will have developed and maintained positive self-concepts as evidenced by student performance standardized and locally developed instruments based on self-report, observation, and inferential techniques.

Strategy

1.1.1. Develop programs for self-concept improvement.

Sub Strategy 1.1.1.2 For 1972-73

A. Evaluate or reassess previous year's program.

  a. Make needed changes

B. Orient new teachers to system.

  a. Provide in-service

C. Assess first grade pupils and new students to system.

D. Proceed with implementation of changed program.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

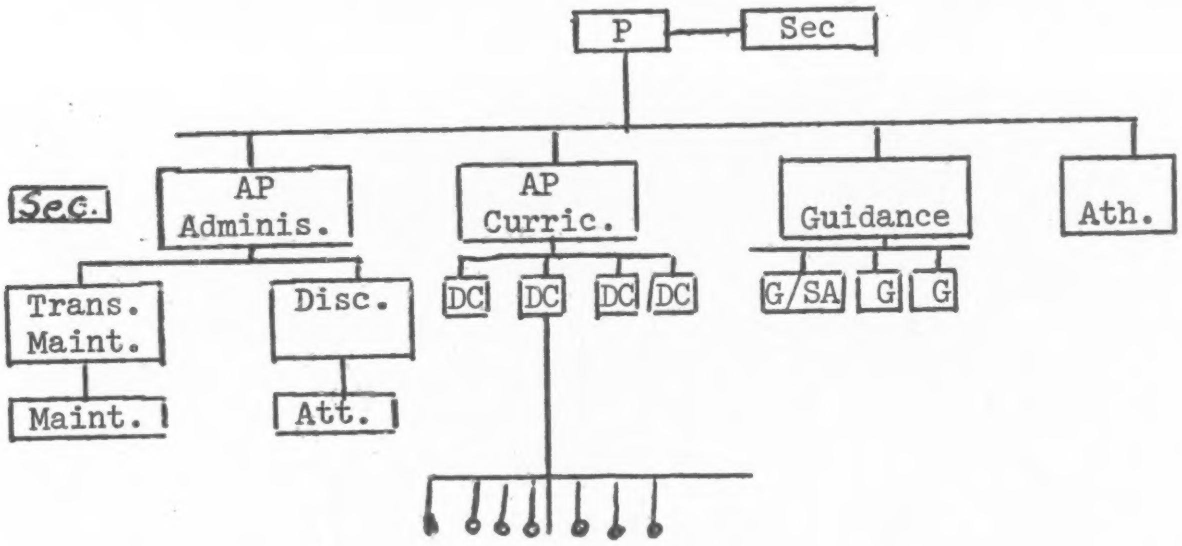
Continuing Objective Two: To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them as responsible citizens.

Specific Objective

2. 6 By the end of June 1977, 12th grade studens will demonstrate responsible citizenship as evidenced by a 50% reduction in dismissals, suspensions, court cases and dropouts using 1970 as a base.

Sub Strategy

2.6.1.1



2.6.1.2 Create job descriptions for new organizational pattern
a) principal and person concerned
b) August 28, 1971

Sub Sub Strategy

2.6.1.2.1 The job descriptions will contain a recommended supplementary salary range for each job description.

2.6.1.3 Provide personnel necessary to implement new organization pattern by August 28, 1971. Grade 7-9 Position $1900
10-12 Supplement 4200
6100

Strategy

2.6.2 Individualize instructional program to meet the needs of students who are performing unsatisfactorily. Principal. By September, 1972 all classes. ($30,000 new funds).

Sub Strategy

2.6.2.1 Complete diagnostic assesment--Grade 6, Grade 9, June 1972 resources to be determined.

2.6.2.2 In-service for teachers and principals. 1971-72. $300 workshop
500 travel.

2.6.3 Develop and publish a uniform code of conduct for the secondary schools prior to September 1971. Griffin. Not in conflict with Board policies.

2.6.4 To expand the parent involvement in all secondary schools by June 1977. Resources $1,000. Principal.

2.6.5 By June, 1972 the Jr. and Sr. high schools will increase student involvement and student activities. Principal, resources to be decided.

Sub Strategy

2.6.5.1 Coordinate with City-County recreation programs, Title III school community program.

2.6.5.2 Guidance Program will begin a more concentrated program in small and large group guidance. Principal. None.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective Number Three: To ensure that all students consistent with their interests, needs and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.1 By the end of June 1974, 80% of all kindergarten pupils will demonstrate reading readiness skills as measured by standardized and locally developed instruments with local norms.

Strategies

3.1.1 Provide in-service training for all kindergarten teachers and aides.

3.1.2 Provide for parental involvement in the development of reading readiness skills.

3.1.3 Administer pre and post reading readiness tests.

3.1.4 Provide needed materials for developing reading readiness skills.

3.1.5 Provide for pre-school evaluation programs.

Specific Objective

3.6 By the end of June 1974, 80% of pupils in grades three through six with group IQ scores below 85 will be reading on the following levels:

Grade 3 at 1.5
Grade 4 at 2.2
Grade 5 at 2.8
Grade 6 at 3.3

Strategies

3.6.1 Provide in-service training for all teachers and aides to implement a diagnostic approach to the teaching of reading.

3.6.2 Provide reading materials on the performance levels of pupils.

3.6.3 Implement the teaching of reading skills in the content area. (Note: These same strategies will be applied in 3.7-3.12)

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective Number Three: To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.14 By the end of June 1977, 90% of all twelfth grade students will demonstrate reading ability at a minimum of the sixth grade level.

Strategy

3.14.1 Remedial reading in grades 7-12 for students reading below sixth grade level.

3.14.2 In service training in reading for all teachers in grades 7-12 in each Jr. and Sr. high school.

3.14.3 Encourage use of supplementary reading or content material appropriate for students reading below sixth grade level.

3.14.4 Use pre-post reading test in reading each year for all 7-12 grade students who are reading below the sixth grade level.

Continuing Objective Number Four: To ensure that all students, consistent with their interests, needs, and abilities, acquire the knowledge, skills and attitudes needed to qualify them to enter the world of work.

Specific Objective

4.3 By June 1977, all 12th grade students who do not plan to continue their formal education will have acquainted skills that will qualify them for gainful employment as demonstrated by performance on minimum competency tests.

Strategy

4.3.1 Industrial arts and home economics will be required of all eighth grade students. Industrial arts and home economics will be offered as electives in the ninth grade. These courses will be exploratory in nature and will be based on a curriculum guide devised cooperatively by occupational teachers.

4.3.2 The Jr. high schools will develop and implement a program to acquaint their students with a variety of occupations.

4.3.3 Present occupational courses at the Sr. high school level will be reorganized and new courses implemented that will specialize in the areas of the occupational exploratory courses offered at the Jr. high schools.

4.3.4 Vocational guidance, industrial arts and home economics will be required in the 7th and 8th grades.

4.3.5 General industrial arts and home economic courses will be offered as an elective in the 9th grade that will expose students to vocational offerings at the Sr. high level.

4.3.6 Elective vocational courses will be offered at the Sr. high level to meet the needs of the student and job demand.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective #3.2

By the end of June 1974, 95% of all first and second grade students will be reading within six months of grade level.

Strategy #3.2.1

ACTION PLANS

	WHAT	WHO	WHEN	RESOURCE COMMITMENT
3.2.1.1	System-wide in-service for 40 participants each summer	M. H. Speller	Summer 72-73	RTI & State $700
3.2.1.2	Local school in-service	Principal	Min. of 6 hrs. per school year	None
3.2.1.3	Professional visitation	Principal	Min. of one 4 teacher visits per school per year	Local, ESEA, ESAP $100 per school
3.2.1.4	Attendance at Professional Meetings	Principal	Min. of one per school yr. Time to be determined during year	$100 per school per yr. Local funds, ESEA, ESAP
3.2.1.5	ESEA Summer Program	ESEA Director	During summer of 72, 73	ESEA min. $100,000

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective #3.3

By June, 1974, 80% of first and second grade students will be reading on grade level.

Strategy #3.3.1

Provide continuous in-service training for all teachers and aides to implement a diagnostic approach to the teaching of reading.

ACTION PLANS

	WHAT	WHO	WHEN	RESOURCE COMMITMENT
3.3.1.1	System-wide in-service for 40 participants each summer	M. H. Speller	Summer 72-73	RTI & State $700
3.3.1.2	Local school in-service	Principal	Min. of 6 hrs. per school year	None
3.3.1.3	Professional visitation	Principal	Min. of one 4 teacher visits per school per year	Local, ESEA, ESAP $100 per school
3.3.1.4	Attendance at Professional Meetings	Principal	Min. of one per school yr. Time to be determined during year	$100 per school per yr. Local funds, ESEA, ESAP
3.3.1.5	ESEA Summer Program	ESEA Director	During summer of 72, 73	ESEA min. $100,000

Explanation Sheet

Sub Strategy

3.3.1.2 Local school inservice

- a) orientation--briefing of prior planning
- b) grade level problem-solving
- c) consultants
    1. local school personnel
    2. county representative
    3. state personnel
    4. L. I. N. C.

3.3.1.3 Professional visitation
suggestions

- a) Chapel Hill reading evaluation center
- b) Seawell School - Chapel Hill
- c) Smith Elementary School - Burlington
- d) Appalachian Elementary School -- Boone, N.C.
- e) Moore County Schools

Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective 3.4

By June 1974, 95% of all students in grades 3-6 will read at least within one year of grade level.

Strategy

3.4.1.1

	WHAT	WHO	WHEN	RESOURCE COMMITMENT
3.4.1.1	System-wide in-service for 40 participants each summer	M. H. Speller	Summer 72-73	RTI & State $700
3. .1.2	Local school in-service	Principal	Min. of 6 hrs. per school year	None
3. .1.3	Professional visitation	Principal	Min. of one 4 teacher visits per school per year	Local, ESEA, ESAP $100 per school
3.4.1.4	Attendance at Professional Meetings	Principal	Min. of one per school yr. Time to be determined during year	$100 per school per yr. Local funds, ESEA, ESAP
3. .1.5	ESEA Summer Program	ESEA Director	During summer of 72, 73	ESEA min. $100,000

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Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Strategy 3.4.3, 3.5.3, 3.6.3 — Implement the teaching of reading skills in the content area through teacher planning.

WHAT	WHO	WHEN	RESOURCES"
3.4.3.1; 3.5.3.1; 3.6.3.1--Determine reading level of all pupils	Teacher, reading teacher, and guidance counselor	At beginning of each school year and continuously	Current level of support
3.4.3.2;3.5.3.2; 3.6.3.2--Determine present knowledge and skill level of all pupils	"	"	"
3.4.3.3; 3.5.3.3; 3.6.3.3--Determine interest levels of pupils	"	"	"
3.4.3.5--Outline broad unit areas to be covered.	Teacher	"	"
3.4.3.6--Plan to involve pupils in the planning process	Teacher	"	"
3.4.3.6--Pre Plan appropriate experiences for total group; small groups and individual students	Teacher	At beginning of each year and continuously	Current level of support.

WHAT	WHO	WHEN	RESOURCE COM.
3.4.3.7--Gather appropriate materials from all sources on pupils levels.	Teacher	At beginning of each year and continuously	Current level of support.
3. .3.8--Plan to evaluate in terms of student results.	"	"	"

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Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.5 By the end of June 1974, 80% of students in grades three through six with a group IQ of 85 and above will be reading at least on grade level.

Strategy

3.5.1

	WHAT	WHO	WHEN	RESOURCE COMMITMENT
3.5.1.1	System-wide in-service for 40 participants each summer	M. H. Speller	Summer 72-73	RTI & State $700
3. .1.2	Local school in-service	Principal	Min. of 6 hrs. per school year	None
3. .1.3	Professional visitation	Principal	Min. of one 4 teacher visits per school per year	Local, ESEA, ESAP $100 per school
3.5.1.4	Attendance at Professional Meetings	Principal	Min. of one per school yr. Time to be determined during year	$100 per school per yr. Local funds, ESEA, ESAP
3. .1.5	ESEA Summer Program	ESEA Director	During summer of 72, 73	ESEA min. $100,000

Continuing Objective #3

To ensure that all students consistent with their interests, needs, and abilities, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.6 By the end of June 1974, 80% of pupils in grades three through six with group IQ scores below 85 will be reading on the following levels:

Grade 3 at 1.5
Grade 4 at 2.0
Grade 5 at 2.5
Grade 6 at 3.0

Strategy 3.6.1 Provide in-service training for all teachers and aides to implement a diagnostic approach to the teaching of reading.

	WHAT	WHO	WHEN	RESOURCE COMMITMENT
3.6.1.1	System-wide in-service for 40 participants each summer	M. H. Speller	Summer 72-73	RTI & State $700
3.6.1.2	Local school in-service	Principal	Min. of 6 hrs. per school year	None
3.6.1.3	Professional visitation	Principal	Min. of one 4 teacher visits per school per year	Local, ESEA, ESAP $100 per school
3.6.1.4	Attendance at Professional Meetings	Principal	Min. of one per school yr. Time to be determined during year	$100 per school per yr. Local funds, ESEA, ESAP
3.6.1.5	ESEA Summer Program	ESEA Director	During summer of 72, 73	ESEA min. $100,000

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective Number Three: To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.14 By the end of June 1977, 90% of all twelfth grade students will demonstrate reading ability at a minimum of the sixth grade level.

Strategy

3.14.1 Remedial reading in grades 7-12 for students reading below sixth grade level.

3.14.2 In service training in reading for all teachers in grades 7-12 in each Jr. and Sr. high school.

3.14.3 Encourage use of supplementary reading or content material appropriate for students reading below sixth grade level.

3.14.4 Use pre-post reading test in reading each year for all 7-12 grade students who are reading below the sixth grade level.

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LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective

3. To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.14 By the end of June 1977, 90% of all twelfth grade students will demonstrate reading ability at a minimum of the sixth grade level.

Strategy

3.14.1 Remedial reading in grades 7-12 for students reading below sixth grade level.

Sub Strategy

3.14.1.1 Employ additional reading teachers. 5/Jr. high; 3/Sr. high. By September, 1974.

3.14.1.2 In-service for selected reading teachers in each secondary school. By June, 1972. $2000--federal, local and state.

3.14.1.3 Identify 7th grade students reading below 6th grade level on standard achievement test. By August 28, 1971. Principal.

3.14.1.4 Diagnose students' reading deficiencies as a basis for instruction.

3.14.1.5 Provide materials necessary to meet the individual needs of children. Principal/Teachers/Lib. $1000 per teacher. $8000. By September, 1974.

3.14.1.6 Students will be tested in May to determine if they are on 6th grade level. $2000.

Strategy

3.14.2 Encourage use of supplementary reading or content material appropriate for students reading below 6th grade level.

Sub Strategy

3.14.2.1 Identify students and inform content teachers. Prin. Aug 28,'71.

3.14.2.2 In-service for subject matter teachers in the use of multi-level instructional materials by September, 1973. Free!!

Continuing Objective

3. To ensure that all students consistent with their ability, acquire the knowledge, skills, and attitudes needed to qualify them to continue their education.

Specific Objective

3.14 By the end of June 1977, 90% of all twelfth grade students will demonstrate reading ability at a minimum of the sixth grade level.

Strategy

3.14.2 Encourage use of supplementary reading or content material appropriate for students reading below 6th grade level.

Sub Strategy

3.14.2.3 Resources will be provided for multi-level instruction in content fields by September, 1973. $2000. Prin.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Continuing Objective Four: To ensure that all students, consistent with their interest, needs, and abilities, acquire the knowledge, skills and attitudes needed to qualify them to enter the world of work.

Specific Objective

4.3 By June 1977, all 12th grade students who do not plan to continue their formal education will have acquainted skills that will qualify them for gainful employment as demonstrated by performance on minimum competency tests.

Strategy

4.3.1 Vocational guidance, industrial arts and home economics will be required in the 7th and 8th grades. Industrial arts and home economics will be offered as electives in the ninth grade. These courses will be exploratory in nature and will be based on a curriculum guide devised cooperatively by occupational teachers.

4.3.2 The Jr. high schools will develop and implement a program to acquaint their students with a variety of occupations.

Sub Strategy

4.3.2.1 Appropriately developed curriculum guide devised under the direction of Mr. Doug Young by January 1, 1972. 7-12. Resources--none.

4.33 General industrial arts and home economic courses will be offered as an elective in the 9th grade that will expose students to vocational offerings at the Sr. high level.

Sub Strategy

4.3.3.1 Increase the number of home economics teachers in the Jr. high schools by August, 1972.

a)	Johnson	1/2
b)	Central	1
c)	E. Laurinburg	1/4
d)	Washington Park	1
		2 3/4 Cost $20,000

Facilities and equipment to be determined.

Sub Strategy

4.3.3.2 Increase the number of industrial arts in the Jr. high schools by August, 1972.

a)	Johnson School	1 1/4
b)	Laurinburg Jr. High	1/2
c)	Washington Park	1
d)	Central	1
e)	East Laurinburg	1/4
f)	Carver	1/2
g)	Shaw	1/2
		5--$33,000

Facilities and Equipment to be determined

Strategy

4.3.4 Present occupational courses at the Sr. high school level will be reorganized and new courses implemented that will specialize in the areas of the occupational exploratory courses offered at the Jr. high schools.

4.3.5 Elective vocational courses will be offered at the Sr. High level to meet the needs of the student and job demand.

Laurinburg-Scotland County School District
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April 8, 1971
a.m.

Basic Strategies

1. Improved organizational pattern and role definitions at central office and individual school levels.
2. Initiate program at primary level to develop or maintain a positive self-concept.
3. Emphasize the development of a positive attitude towards learning and learning how to learn instead of the mere acquisition of facts.
4. Give reading first priority in grades K-6.
5. Develop in-service training at the individual school level to meet individual school needs (based on clearly defined objectives and procedures to evaluate impact on student performance.)
6. Develop in-service training at the system level for administrators and supervisors including evaluation procedures to determine impact on student performance.
7. Collect base line data on student needs, abilities, and performances, and periodically assess student progress towards system objectives.
8. Emphasize individualized instruction and independent study based on regular, periodic, diagnostic assessment of individual student needs as opposed to lock-step group approaches.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Alternate Strategies

1. In-service training.

2. Classroom time allocation.

3. Emphasize programs for below 90 IQ.

4. Generate public support.

5. Modify curriculum.

6. Reallocation of resources
   a. elementary vs. secondary
   b. college-bound vs. non-college
   c. specialists vs. generalists

7. Continue emphasis on reading and self-concept development in K-6. Place additional emphasis on Jr. High - Sr. High programs.
   a. improve effectiveness of present vocational tech. teachers.
   b. reorganize some of present vocational courses.
   c. add new vocational courses.
   d. reorganize administration of high school
      1. assistant principals
      2. team leaders
      3. dean of students
      4. guidance counselors

   e. continue rap sessions between teachers and students.
   f. expand student activities
   g. expand parent involvement.

8. Improve vocational program.

9. Provide more appropriate programs for below 90 IQ students in grades 7-12.

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Alternate Strategies

Grades 7-9

1. Redefine and reorganize I. V. program.
2. Clarify or redefine roles of Jr. High administrators.
3. Provide more appropriate programs for below 90 IQ students in grades 7-12.
4. Asst. principal at Johnson school.
5. Maximize individualized instruction capability.

Laurinburg-Scotland County School District
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a.m.

Alternative Strategies cont.

2.1.13 Involve parents in teaching reading.

2.1.14 Concentrate music, art, and physical education specialists in primary grades.

2.1.15 Emphasize self-concept development.

2.1.16 Employ more reading specialists.

ITEM	COST --'71-'72	DISPOSITION
1.1--Self Concept, Grade 3		
1.1.1--Self Concept Programs		
1.1.1.1 Orientation of Staff	0	
1.1.1.2 System-wide in-service	$ 1,790	GO
1.1.1.3 Local School workshop		
1.1.1.4 Pretest pupils	100	GO
1.1.1.5 Program Implementation	0	
1.1.1.6 Post-Test	100	GO
1.2 Self Concept 6th Grade		
1.2.1.1	0	
1.2.1.2	0	
1.2.1.3	0	
1.2.1.4	100	GO
1.2.1.5	0	
1.2.1.6	100	GO
2.6--12th Grade Citizenship Jr. and Sr. High		
2.6.1 Reorganization--Admin. Structure		
2.6.1.1 Reorganization of high school administrative staff	4200	GO Local
2.6.1.2 Development of Job Description	0	
2.6.1.3 Reorganization Jr. high administration	1900	GO local

ITEM	COST --'71-'72	DISPOSITION
2.6.2 Individualized instruction-Grade 7-12	$30,000	GO With current funding State and Local
2.6.2.1 Diagnostic Assesment Grades 6 and 9	1,200	GO ESEA, Local
2.6.2.2 Inservice training for selected staff	800	GO RTI, State
2.6.3 Uniform Code of conduct	0	
2.6.4 Parental Involvement	1,000	GO ESAP
2.6.5 Increased student involvement	0	
2.6.5.1 Coordinate with community	0	
2.6.5.2 Coordinate with guidance program	0	
3.14 Reading 12 Grade	N/A	
3.14.1 Remedial Reading Program	N/A	
3.14.1.1 Remedial Reading Teachers	0	
3.14.1.2 Inservice Programs for principals and teachers by June, 1972	2,000	GO RTI, State
3.14.1.3 7th Grade reading level determination	0	
3.14.1.4 Diagnostic assesment in reading for all 7th, 8th, 10th Grade reading below 6th.	1,500	GO ESEA, Local
3.14.1.5 Provide materials for remedial teachers	2,000	GO ESEA
3.14.1.6 May testing of students served by reading teachers	200	GO ESEA

ITEM	COST --'71-'72	DISPOSITION
3.14.2 Teaching reading in content areas	N/A	
3.14.2.1 Identify students in 7-12 reading below 6th grade level	0	
3.14.2.2 Inservice training for all teachers 7-12	0	
3.14.2.3 Multi-level media 19-73		
3.2 & 3.3 1-2 Grades		
3.2.1 & 3.3.1 Inservice training		
3.2.1.1 & 3.3.1.1 Summer inservice '72, '73	$ 700	GO RTI, State
3.2.1.2 & 3.3.1.2 Local school inservice	0	
3.2.1.3 & 3.3.1.3 Professional visitation	700	GO RTI, State
3.2.1.4 & 3.3.1.4 Attendance at professional meetings	700	GO
3.2.1.5 & 3.3.1.5 ESEA Title I summer program '72, 73	50,000	HOLD
3.4; 3.5 & 3.6 Reading 3-6	N/A	
3.4.1; 3.5.1 & 3.6.1 Inservice training	N/A	
3.4.1.1; 3.5.1.1; 3.6.1.1 Summer inservice '72'73	$600	GO RTI, State
3.4.1.2; 3.5.1.2; 3.6.1.2 Local school inservice	0	
3.4.1.3; 3.5.1.3; 3.6.1.3 Professional visitation	600	GO RTI, State
3.4.1.4; 3.5.1.4; 3.6.1.4 Attendance at professional meetings	600	GO

ITEM	COST --'71-'72	DISPOSITION
3.4.1.5; 3.5.1.5; 3.6.1.5 ESEA Summer programs '72-3	$30,000	HOLD
4.3 Enter world of work		
4.3.1 Vocational Education Programs	0	
4.3.2 Develop and implement a vocational program in 7-12.	0	
4.3.2.1 Develop and publish curriculum guides in vocational subjects 7-12.		
4.3.3 Offer industrial arts and home economics as elective in 9th grade.	0	
4.3.3.1 Additional home economics teachers/August '72	$20,000 by 8/72 No Cost 71-72	HOLD
4.3.3.2 Additional industrial arts teachers 8/72	$33,000 by 8/72 No cost 71-72	HOLD
4.3.4 Reorganize and add to present occupational courses in 10-12 August, '74	$56,000 for personnel by 8/74. No cost 71-72 Equipment and facility--$400,000	HOLD

LAURINBURG-SCOTLAND COUNTY

Planning Schedule
K-6

Month	Self-Concepts	Reading K-6
August		Begin 3.4.2-3.6.2 survey materials; 1st week
September	orientation 3rd week-1.1.1.1	Begin Local School in-service 2nd week 3.2.1.2 3.6.1.2 Begin 3.4.3-3.6.3 (8 sub-strategies) 1st week
October	In-service system 1st week-1.1.1.2 In-service, local 4th week, 1.1.1.3	Begin professional visitation & professional meetings 3rd week 3.2.1.3-3.6.1.3, 3.2.1.4-3.6.1.4
November	Pre-test 1st week, 1.1.1.4. For those who have local in-service concurrently	
December	Implementation Begins. 1.1.1.5 if pre-testing has been done.	
January		
February		
March		
April		
May	Post-test 3rd week 1.1.1.6	Final evaluation of continuous planning during the year. 3.4.3.8, 3.5.3.8, 3.6.3.8.
June		Begin E.S.E.A. summer program. 3rd week 3.2.1.5-3.6.1.5. Summer in-service 3.2.1.1-3.6.1.1 4th week.

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CODE	STARTING	COMPLETION
3.14.1.6	5/20/72	5/27/72
3.14.1.2	6/28/71	7/30/71
2.6.1.	7/1/71	
2.6.1.1	7/1/71	8/20/71
2.6.1.3	7/1/71	8/15/71
2.6.3	7/12/71	8/1/71
2.6.4	8/15/71	Continuous
2.6.5	8/20/71	Continuous
2.6.5.2	8/21/71	Continuous
3.14.1.1	8/28/71	1974
3.14.1.3	8/28/71	9/13/71
3.14.1.5	8/28/71	12/13/71
2.6.2	8/28/71	Continuous
4.3.1	8/28/71	Continuous
4.3.3	8/28/71	Continuous
3.14.2.1	8/28/71	9/13/71
3.14.2.2	8/28/71	9/13/71
3.14.2.2	8/28/71	9/1/73
3.14.2.3	8/28/71	9/1/73
2.6.2.1	9/15/71	9/22/71
3.14.1.4	9/15/71	10/15/71

4.3.2.1	9/15/71	1/15/72
4.3.2	10/1/71	Continuous
2/6.2.2	10/15/71	11/15/71
4.3.3.1 4.3.3.2 4.3.4	Open date	8/72

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Who?

1. 80 principals and 1 administrator.
2. 5 assistant principals
3. Teachers
4. Curriculum Comm.
5. Department Heads
6. Board of Education.
7. EDC--Lay Group
8. Students
9. System-wide Parents Group
10. Chamber of Commerce
11. County Commissioners

LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Follow-Up Planning Procedure

1. Hold meeting with principals week of 1/21/71 to plan series of planning meetings or leadership groups.
2. Request SEA to provide 12 months employment for principals this year.
3. Leadership group.

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LAURINBURG-SCOTLAND COUNTY SCHOOL DISTRICT

Alternative Means for Generating Staff Planning Time

1. Use time already available.
2. Provide release time for Department Chairmen and grade level chairmen. (System-wide and individual schools).
3. Request state aid for 10 months employment for teachers, 12 months for principals and/or supplemental money for release time.
4. Foundation grant.
5. Revised school calendar.
6. Use part of 5 extra days provided for planning.

THE LAURINBURG EXCHANGE

MONDAY, SEPT. 28, 1970

One Of Two Units In State

School System Cited For National Project

The Laurinburg-Scotland County school system has again been signally honored by the State Board of Public Instruction. According to a report from the office of Superintendent Kenneth Newbold, the local system and the Cabarrus County schools have been selected as the only two units in the state for participation in a pilot study program which involves the state system and the American Management Association.

The primary objective of this project is to "apply management techniques used by Business and Industry to the operation of the public school system," Dr. Newbold states in a memorandum on the subject to principal and supervisors in the system.

A 12-member team has been developed to serve as a nucleous group for the local system. These 12 administrators will engage in a training program that will be conducted October 24 at a site in the Aberdeen-Southern Pines area.

Committee members have been asked to arrange their affairs so that they will be able to put full time on the course and be prepared to remain at the site of the course for the full period. Later on the committee will make a trip to New York where they will engage in further study at the home office of the American Management Association.

All expenses for these trips and courses will be paid by the State Department of Public Instruction, Dr. Newbold adds.

The superintendent says he is personally highly pleased and excited about the prospect of participating in this training program. He does not know how long the period of training will last but has reason to believe it may be extended for as long as three years.

In a report to the local school office, Dr. Craig Phillips of the State Department says the premise of this program is that management practices of industry and business do not substantially differ from those of education. "An adaptation of these management learning teaching processes and materials can provide a means of educators to develop the knowledge and skills to manage more effectively the nation's schools.

"The programs are intended to develop decision-making capabilities resulting from explicit and integrated planning, create organizational structures for definitions of responsibilities and performance standards, convert educational theory into practice and establish measurable educational objectives for school systems and administrators.

"The procedures and contents of the programs will be adapted from orientation, workshop and learning-by-doing practices and instructional resources developed and used successfully by Business/industry for the past four decades by the American Management Association," Dr. Phillips adds in his abstract statement.

"The feasibility study will be conducted within three state educational systems and will be jointly funded by all participating agencies.

"The ultimate product is an on going and replicable pattern of action oriented instruction for school administrators which, within a few years, could result in improved application of management skills in educational institutions."

The Laurinburg-Scotland team will take careful notes of their experiences and be prepared to share what they learn with other administrators in the system

Those who have been selected from the local system to represent the school system in this unique and prestigious program are: Dr. Newbold, Asst. Supt. J. T. Odom, ESEA Director C. C. Knotts, Jr., Scotland High Principal Douglas Yongue, Laurinburg Jr. High Principal Paul Sullivan, South Scotland Principal Walter Gilmore, Washington Park Principal W. L. Baker, Mrs. J. T. Speller, supervisor coordinator, Principal J. C. Burnette of North Laurinburg, John O. McDonald, Scotland High curriculum coordinator, Pate-Gardner Principal Betty Thomas, and I. E. Johnson Principal Charles Griffin.

The American Management Association has been described as the most highly respected of all business management organizations in the nation. It is independently owned and concentrates on planning and training programs for industry. One of its more prestigeous features is its training program for business and industrial executives.

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